

Part I: Course Information

Course Type

- Existing/Restructured
 New Course

Course Prefix & Number: ECON 2302

Texas Common Course Number (TCCN): ECON 2302

Course Title: Principles of Microeconomics

Course Catalog Description

Analysis of the behavior of individual economic agents, including consumer behavior and demand, producer behavior and supply, price and output decisions by firms under various market structures, factor markets, market failures, and international trade.

Course Prerequisites:

None

Available Online?

- Yes
 No

Part II: THECB Course Objectives

Spring 2017 ACGM.

1. Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making.
2. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.
3. Summarize the law of diminishing marginal utility; describe the process of utility maximization.
4. Calculate supply and demand elasticities, identify the determinants of price elasticity of demand and supply, and demonstrate the relationship between elasticity and total revenue.
5. Describe the production function and the Law of Diminishing Marginal Productivity; calculate and graph short-run and long run costs of production.
6. Identify the four market structures by characteristics; calculate and graph the profit maximizing price and quantity in the output markets by use of marginal analysis.
7. Determine the profit maximizing price and quantity of resources in factor markets under perfect and imperfect competition by use of marginal analysis.
8. Describe governmental efforts to address market failure such as monopoly power, externalities, and public goods.
9. Identify the benefits of free trade using the concept of comparative advantage.

Part III: THECB Skill Objectives

- 1. Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2. Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3. Empirical and Quantitative Skills:** to include applications of scientific and mathematical concepts.
- 4. Social Responsibility:** to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities.

Part IV: Course Student Learning Outcomes (SLO)

Upon successful completion of this course, students will:

1. Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making.
2. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.
3. Summarize the law of diminishing marginal utility; describe the process of utility maximization.
4. Calculate supply and demand elasticities, identify the determinants of price elasticity of demand and supply, and demonstrate the relationship between elasticity and total revenue.
5. Describe the production function and the Law of Diminishing Marginal Productivity; calculate and graph short-run and long run costs of production.
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8. Describe governmental efforts to address market failure such as monopoly power, externalities, and public goods.
9. Identify the benefits of free trade using the concept of comparative advantage.

All core courses will have Critical Thinking and Communication Skills listed along with at least two other Core Objectives. The exception is Mathematics, which is only required to include Empirical and Quantitative Skills. Each course may have more than the required Core Skill Objectives.

Skill Objective:	Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
THECB Course Objective	Determine the profit maximizing price and quantity of resources in factor markets under perfect and imperfect competition by use of marginal analysis.
Course Student Learning Outcome	Syllabus, 7. Determine the profit maximizing price and quantity of resources in factor markets under perfect and imperfect competition by use of marginal analysis.

General Learning Activities	<p>Lecture 1: The student will be able to identify the concept of resources on a table (schedule) and a graph. The student, with the use of the equation $MRP = MRC$ will determine the level or number of resources to employ, allowing the firm to operate at a maximizing profit. From the table, the student will be able to identify the level of output (TP), the marginal output (MP), and compute the total revenue (TR) as well as the marginal revenue product (MRP). The student will also be able to compute price or prices when the variable of TR and TP are stated on the table. From the price (P) column, the student will be able to determine one of the following: the product is sold under perfect (competitive) conditions or imperfect (monopoly) conditions. The MRC or the wage rate will be given to the student. The student will be able to determine from the MRC whether the resource is being purchased in a taker or maker resource market. The student individually or in collaboration with classmates will practice the concepts of supply and demand analysis.</p>
Assessment <i>Must Include Assignment & Rubric</i>	<p>The assessment of the objective is on the comprehensive test.</p> <p>Rubric: CT 1 – CT 3; Generate and communicate ideas by combining, changing, or reapplying existing information, Gather and assess information relevant to a question, and Analyze, evaluate, and synthesize information.</p>

Skill Objective:	Communication Skills: to include effective written, oral, and visual communication.
THECB Course Objective	Describe governmental efforts to address market failure such as monopoly power, externalities, and public goods.
Course Student Learning Outcome	Syllabus, 8. Describe governmental efforts to address market failure such as monopoly power, externalities, and public goods.
General Learning Activities	<p>Lecture: The student will understand market failure from a monopoly, externality, and public good perspective. The student will identify the role government specific to the market failures. The student will learn the benefits and the costs to an economy from each of the market failures.</p>

Assessment Must Include Assignment & Rubric	The assessment of the objective is on Assignment 1. Rubric: CS 1 – CS 3; Develop, interpret and express ideas through written communication, Develop, interpret and express ideas through oral communication, and Develop, interpret and express ideas through visual communication.
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Skill Objective:	Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities effectively with others to support a shared purpose or goal.
THECB Course Objective	Identify the benefits of free trade using the concept of comparative advantage.
Course Student Learning Outcome	Syllabus, 9. Identify the benefits of free trade using the concept of comparative advantage.
General Learning Activities	<p>Lecture 1: The students will understand the theory of international trade is to produce greater levels of output, the efficient use of resources, and generating higher levels of income for the trading countries.</p> <p>The student will learn a methodology for specialization and trade (international trade). The methodology is a threefold process, which includes (1) identifying, calculating, and stating the comparative cost ratios of two countries, (2) determining the comparative advantage for each country from the comparative cost ratios, and (3) determining the terms of trade from the comparative cost ratios. From the methodology, the student will create a table, which includes (1) domestic production for each country, (2) the comparative advantage for each country, (3) the terms of trade, (4) production after the trade, (5) the gains and losses from the trade, and (6) the overall gain from the two countries engaging in international trade. The result is to prove a greater output, efficiency, and higher standards of living occur for the trading countries.</p> <p>The student will understand the benefits as well as the costs from international trade for each of the respective countries.</p> <p>Lecture 2: The student in collaboration with classmates will practice the methodology and the creation of the table to prove the theory behind international trade.</p>

Assessment Must Include Assignment & Rubric	<p>The assessment of the objective is on the comprehensive test.</p> <p>Rubric: SR 1 – SR3; Demonstrate intercultural competence, Identify civic responsibility, and Engage in regional, national and global communities.</p>
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Skill Objective:	Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
THECB Course Objective	Calculate supply and demand elasticities, identify the determinants of price elasticity of demand and supply, and demonstrate the relationship between elasticity and total revenue.
Course Student Learning Outcome	Syllabus, 4. Calculate supply and demand elasticities, identify the determinants of price elasticity of demand and supply, and demonstrate the relationship between elasticity and total revenue.
General Learning Activities	<p>Lecture 1: The student will learn and understand the meaning and the method for computing the elasticity of demand (E_d) and supply (E_s) in tabular form. The student will learn and comprehend the three possible outcomes when computing the elasticity of demand and supply: (1) elastic, (2) unitary, and (3) inelastic. From the tabular data, the student will be able to compute the total revenue (TR) for demand and supply.</p> <p>Lecture 2: The student will understand the relationship that exists for price (P) and total revenue (TR) in the elastic, unitary, and inelastic range. The student will be able to take the demand tabular data, convert into graphical form, and visually identify the elastic, unitary, and inelastic ranges. The student will identify the determinants (factors) that affect the elasticity of demand and supply.</p> <p>The student in collaboration with classmates will practice the methodology in computing the elasticity for demand and supply.</p>
Assessment Must Include Assignment & Rubric	<p>The assessment of the objective is on the comprehensive test.</p> <p>Rubric: EQS1 – EQS2; Manipulate and analyze numerical data and arrive at an informed conclusion and Manipulate and analyze observable facts and arrive at an informed conclusion.</p>



TEXARKANA COLLEGE

Syllabus: Principles of Microeconomics (Sample)

Course Number: ECON 2302

Semester & Year: Spring 2017

Instructor Information

Name: Samuel Rivas

Office: BCT 27

Telephone: 903.823.3380

E-mail: samuel.rivas@texarkanacollege.edu

Office Hours:

Office Hours				
Monday	Tuesday	Wednesday	Thursday	Friday
	08:30AM - 09:30AM		08:30AM - 09:30AM	09:30AM - 11:30AM
09:00AM – 11:00AM		09:00AM – 11:00AM		
	02:00PM – 04:00PM		02:00PM – 04:00PM	
03:00PM – 04:30PM		03:00PM – 04:30PM		

Instructor Response: The Instructor will reply back to the student within 24 hours of an email message, voice mail message or Forum post, Monday through Thursday. The exception is for messages or posts left after 12:00 noon on a Friday. These messages or posts will be replied no later than the following Monday, 5:30PM.

Student, the Friday office hours are set up to assist all economic students. If your schedule permits, and if you are able to come to the campus, I can assist you with any content or concept questions. I am either in the office or in the classroom on Friday mornings. Appointments are not necessary. If you are unable to come to the campus, please call me or email me if you have any difficulties with any of the economic content during the Friday office hours. Also, in the myTC course page, there is a **Discussion Forum** page (portlet; left sidebar) in which you can post any content or concept questions at any time.

Textbook Information

Required Text:

Textbook: Taylor, T. (2014). OpenStax College *Principles of Microeconomics*. Rice University.

Principles of Microeconomics by [OpenStax College](#) is licensed under a [Creative](#)

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ISBN-10	1-938168-24-0
ISBN-13	978-1-938168-24-6
Revision	MA-1-001-RS

“Download the **textbook** for **free** at <http://cnx.org/content/col11627/latest>

The *Principles of Microeconomics* **textbook** may be **purchased** through Amazon.com: http://www.amazon.com/Principles-Microeconomics-OpenStax-College/dp/1938168240/ref=sr_1_10?m=A1540JPBB13F06&s=merchant-items&ie=UTF8&qid=1444401859&sr=1-10

The *Principles of Microeconomics* **eBook** may be **purchased** through iTunes: <https://itunes.apple.com/us/book/principles-microeconomics/id910271752?ls=1&mt=13>

Other Course Materials:

Microeconomic students enrolled in this section of Economics **are permitted to use** a dictionary on all exams taken during the semester.

The following **business dictionary** is an excellent resource that you may want to consider purchasing through the following online provider or any retail provider of your choosing:

http://www.amazon.com/Dictionary-Business-Economics-Barrons-Dictionaries/dp/0764147579/ref=sr_1_1?s=books&ie=UTF8&qid=1453841034&sr=1-1&keywords=business+dictionary

Additionally, a basic calculator, a pencil for test purposes, and a packet of Scantron's, 882-E will be required for the course. The Scantron's can be purchased at the TC Bookstore.

Microsoft Office: Texarkana College offers Office 365 to all students. Instructions on how to download this free software can be located at <https://www.texarkanacollege.edu/helpdesk/install-office-2013>.

Student Learning Outcomes for the Course

Upon successful completion of this course, students will:

1. Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making.
2. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.
3. Summarize the law of diminishing marginal utility; describe the process of utility maximization.

4. Calculate supply and demand elasticities, identify the determinants of price elasticity of demand and supply, and demonstrate the relationship between elasticity and total revenue.
5. Describe the production function and the Law of Diminishing Marginal Productivity; calculate and graph short-run and long-run costs of production.
6. Identify the four market structures by characteristics; calculate and graph the profit maximizing price and quantity in the output markets by use of marginal analysis.
7. Determine the profit maximizing price and quantity of resources in factor markets under perfect and imperfect competition by use of marginal analysis.
8. Describe governmental efforts to address market failure such as monopoly power, externalities, and public goods.
9. Identify the benefits of free trade using the concept of comparative advantage.

Student Requirements for Completion of the Course and Due Dates

The final grade for this course, ECON 2302 will be determined by the following method:

The student must complete five tests (exams). Test 1, 2, 3 and 4 will consist of the content from three to five chapters. Tests (Exams) 1 through 4 will consist of 50 to 60 multiple choice questions.

The Final Exam, Test 4, will consist of 50 multiple choice questions.

If the Final Exam is missed an F will be earned for the course.

Tests (Exams) 1, 2, 3, 4 and 5 will count **76 percent (500 possible points / 660 total points)** towards the course average.

The Assignment will be will count **15 percent (100 possible points / 660 total points)** towards the course average. The specifics about the Assignment will be covered in detail after the completion of Topic 3.

Participation through the weekly lectures will count **09 percent (60 possible points / 660 total points)** towards the course average. The specifics about Participation will be covered in detail in week 1, lecture 1 of the fall semester.

The grades for Tests (Exams) and the grade for Participation will be posted in the Gradebook. The Gradebook is located on the course webpage (portlet: left sidebar).

Test	Chapter Content	Tentative Test Week
1	1.2.3.5.6	February 06 - 10
2	7.8.9.10	March 06 - 10
3	11.12.13	April 10 - 14
4	14.15.16.20	May 08 - 10
5	1..20	TBA

Student Assessment

Tests will be taken in the Classroom. You will need the following:

1	Scantron Form Number 882-E
2	Pencil #2
3	Calculator (If you use a Graphing Calculator, the calculator will be cleared prior to the test)
4	Dictionary (optional)

You will be allowed 1 1/2 hours to complete the exam.

Student evaluation is conducted primarily through the use of exams and participation. The exam will be assigned a grade ranging from 0 to 100. Participation will be assigned a grade ranging from 0 to 60.

Test	Grade Range	Points Earned (Grade)	Total Possible Points
1	0 - 100		100
2	0 - 100		100
3	0 - 100		100
4: Final	0 - 100		100
5	0 - 100		100
Assignment 1	0 - 100		100
Participation	0 - 60		60
Total			660
Points Earned / Total Possible Points = Course Average			

Grading Scale

Course grade will be determined by applying the average of the test grades and participation points to the scale of:

59.01 - 69	D	69.01 - 79	C	79.01 - 89	B	89.01 +	A
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Class Schedule (Tentative)

Week	Month	Dates	Topic
Week 1	January	17 - 20	Chapter 1-Welcome to Economics Chapter 2-Choice in a World of Scarcity Chapter 3-Demand and Supply
Week 2		23 - 27	Chapter 5-Elasticities
Week 3	January/February	30 - 03	Chapter 5-Elasticities Chapter 6-Consumer Choices
Week 4	February	06 - 10	Chapter 6-Consumer Choices Test 1
Week 5		13 - 17	Chapter 7-Cost and Industry Structure
Week 6		20 - 24	Chapter 8-Perfect Competition
Week 7	February/March	27 - 03	Chapter 9-Pure Monopoly

Week 8	March	06 – 10	Chapter 10-Monopolistic Competition and Oligopoly: Test 2
		13 – 17	Spring Break
Week 9		20 – 24	Chapter 11-Monopolies and Antitrust Policy
Week 10		27 – 31	Chapter 12-Environmental Protection and Negative Externalities
Week 11	April	03 – 07	Chapter 12-Environmental Protection and Negative Externalities Chapter 13-Positive Externalities and Public Goods
Week 12		10 – 14	Chapter 13-Positive Externalities and Public Goods: Test 3
Week 13		17 – 21	Chapter 14-Poverty and Economic Inequality Chapter 15-Issues in Labor Markets: Unions, Discrimination, Immigration
Week 14	May	24 – 28	Chapter 16-Information, Risk, and Insurance
Week 15		01 – 05	Chapter 20-Globalization and Protectionism
Week 16		08 – 10	Test 4 - Final Exam

Friday, April 14, 2017, is the last day to drop the course.

Attendance Policy

Upon *official registration*, the following number of unexcused absences will be the maximum allowable before a student is dropped from class:

Semester Hour Programs

M W Classes - 4 per semester

T Th Classes - 4 per semester

The last date of attendance will be listed on the drop. Please note, money received from either grants or scholarship (financial aid) could be owed to the college and/or federal government. Please check with the Financial Aid office before making a decision to drop a course.

Make-up Policy

Student may make up **one** missed test. There will be a ten point penalty for missing the test date. The student is required to take the makeup test one week, seven days, from the missed deadline.

The makeup test will be taken in the TC Testing Center, please follow these instructions.

The Testing Center is located in the **Palmer Memorial Library**, building number **3** on the Texarkana College Campus Map, **downstairs**, facing Tucker Street. The location is on the south side of the building.

Testing Center Days	Hours
Monday - Thursday	10:00 am – 08:00 pm
Friday	08:30 am – 03:00 pm
<i>Sundays</i>	<i>02:00 pm – 06:00 pm</i>

You must start your test one hour before the close of the Testing Center.

You will need the following:

1	Your TC I.D. card
2	Scantron Form Number 882-E
3	Pencil #2
4	Calculator (If you use a Graphing Calculator, the calculator will be cleared prior to the test)
5	Dictionary (optional)

A test packet will be provided for you at the TC Testing Center. An instruction page will be attached to your test packet.

Allow yourself sufficient time to take the test. There is a 2 hour time limit per test.

The **make-up** test policy applies to Test 1, 2, and 3. There is **no** make-up policy for the Final Exam and Test 5. **If the Final Exam is missed an F will be earned for the course.**

Classroom (Behavior) Policy

Respect opinions that are different than your own. Extend Courtesy to all.

Academic Integrity Statement

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an "F".

This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at <https://texarkanacollege.edu>.

Disability Act Statement:

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Current and prospective students, parents, and others interested in

accommodations or additional information should contact the **Advising Center**, Texarkana College Administration Building @ **903-823-3349** or **903-823-3283**.

If you have an accommodation letter from the **Advising Center** indicating that you have a disability which requires academic accommodations, please present it to me so we can discuss the accommodations that you might need for this class. ***It is best to request these changes at the beginning if not before the start of class so there is ample time to make the accommodations.***

Financial Aid:

Attention! Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

Technical Assistance

Texarkana College offers students several ways to access technical assistance for IT issues.

General IT issues

Help Desk Link from TC's main webpage:

<https://www.texarkanacollege.edu/helpdesk>

Phone: 903-823-3030

Email: helpdesk@texarkanacollege.edu

I, _____, have read and understand the expectations for Principles of Economics II, ECON 2302.

Microeconomic ECON 2302: Test 5: Comprehensive

- The price elasticity of supply measures how:
 - easily labor and capital can be substituted for one another in the production process.
 - responsive the quantity supplied of X is to changes in the price of X.
 - responsive the quantity supplied of Y is to changes in the price of X.
 - responsive quantity supplied is to a change in incomes.
- The basic formula for the price elasticity of demand coefficient is:
 - absolute decline in quantity demanded/absolute increase in price.
 - percentage change in quantity demanded/percentage change in price.
 - absolute decline in price/absolute increase in quantity demanded.
 - percentage change in price/percentage change in quantity demanded.
- Generally speaking, the concept of elasticity measures:
 - the slope of the demand/supply curve.
 - the number of buyers/sellers in a market.
 - the extent to which the demand/supply curve shifts as the result of a price decline.
 - the sensitivity or responsiveness to price changes of similar or different products and income changes.

Answer questions 4-5 based on the following table.

Price	Quantity Demanded
\$5	10
4	13
3	15
2	19
1	25

- Refer to the table above. Over the \$5-\$4 price range, demand is:
 - elastic
 - unitary
 - inelastic
 - perfectly inelastic
- Refer to the above table. Over the \$2-\$1 price range, demand is:
 - perfectly elastic
 - elastic
 - unitary
 - inelastic

Microeconomic: ECON 2302: Test 5: Comprehensive

6. A 3 percent increase in the price of tea causes a 6 percent increase in the demand for coffee. The cross elasticity of demand for coffee with respect to the price of tea is:

- A. -0.5
- B. +0.5
- C. -2.0
- D. +2.0

7. If a 10 percent increase in the price of one good results in a decrease of 5 percent in the quantity demanded of another good, then it can be concluded that the two goods are:

- A. Complements
- B. Substitutes
- C. Independent
- D. Normal

Answer questions 8-9 based on the following table.

Price	Quantity Supplied
\$10	10
8	9
6	8
4	7
2	6

8. Refer to the above table. Over the \$6-\$4 price range, supply is:

- A. perfectly elastic.
- B. elastic.
- C. perfectly inelastic.
- D. inelastic.

9. Refer to the above table. Over the \$8-\$6 price range, supply is:

- A. inelastic.
- B. elastic.
- C. perfectly inelastic.
- D. perfectly elastic.

Microeconomic: ECON 2302: Test 5: Comprehensive

10. The law of diminishing marginal utility states that:

- A. total utility is maximized when consumers obtain the same amount of utility per unit of each product consumed.
- B. beyond some point additional units of a product will yield less and less extra satisfaction to a consumer.
- C. price must be lowered to induce firms to supply more of a product.
- D. it will take larger and larger amounts of resources beyond some point to produce successive units of a product.

Answer questions 11 - 13 on the basis of the following marginal utility data for products X and Y. Assume that the prices of X and Y are \$4 and \$2 respectively and that the consumer's income is \$18.

<u>Units of X</u>	<u>Marginal Utility, X</u>	<u>Units of Y</u>	<u>Marginal Utility, Y</u>
1	20	1	16
2	16	2	14
3	12	3	12
4	8	4	10
5	6	5	8
6	4	6	6

11. Refer to the above data. What quantities of X and Y should be purchased to maximize utility?

- A. 2 of X and 1 of Y
- B. 4 of X and 5 of Y
- C. 2 of X and 5 of Y
- D. 2 of X and 6 of Y

12. Refer to the above data. What level of total utility will the utility-maximizing consumer realize?

- A. 96 utils
- B. 108 utils
- C. 72 utils
- D. 142 utils

13. Refer to the above data. The algebraic equation for maximizing utility will read:

- A. $MU_x/P_y = MU_y/P_x; .$
- B. $MU_y/P_y = MU_y/P_x; .$
- C. $MU_y/P_x = MU_y/P_y; .$
- D. $MU_x/P_x = MU_y/P_y; .$

Microeconomic: ECON 2302: Test 5: Comprehensive

14. An explicit cost is:

- A. omitted when accounting profits are calculated.
- B. a money payment made for resources not owned by the firm itself.
- C. an implicit cost to the resource owner who receives that payment.
- D. always in excess of a resource's opportunity cost.

15. Implicit costs are:

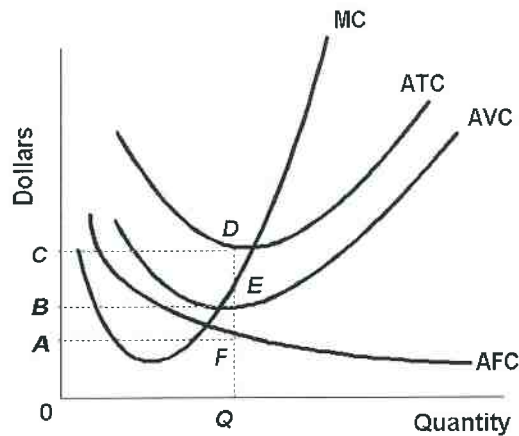
- A. Equal to total fixed costs
- B. Comprised entirely of variable costs
- C. "payments" for self-employed resources
- D. Always greater in the short run than in the long run

16. The basic difference between the short run and the long run is that:

- A. all costs are fixed in the short run, but all costs are variable in the long run.
- B. the law of diminishing returns applies in the long run, but not in the short run.
- C. at least one resource is fixed in the short run, while all resources are variable in the long run.
- D. economies of scale may be present in the short run, but not in the long run.

17. Suppose that a business incurred implicit costs of \$500,000 and explicit costs of \$5 million in a specific year. If the firm sold 100,000 units of its output at \$50 per unit, its accounting:

- A. profits were \$100,000 and its economic profits were zero.
- B. losses were \$500,000 and its economic losses were zero.
- C. profits were \$500,000 and its economic profits were \$1 million.
- D. profits were zero and its economic losses were \$500,000.



18. Refer to the above graph. If the firm is producing at Q , the area $0BEQ$ represents:

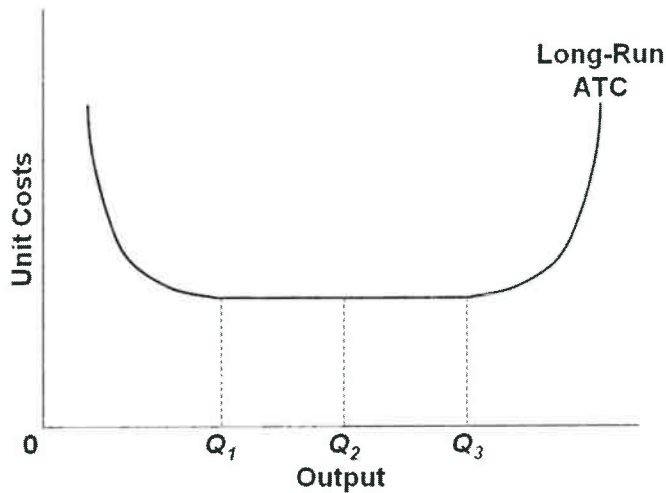
- A. Total costs
- B. Total variable costs
- C. Total fixed costs
- D. Average variable costs

19. Refer to the above graph. If the firm is producing at Q , the area $BCDE$ represents:

- A. Total costs
- B. Total variable costs
- C. Total fixed costs
- D. Average variable costs

20. Refer to the above graph. If the firm is producing at Q , the area $0CDQ$ represents:

- A. Total costs
- B. Total variable costs
- C. Total fixed costs
- D. Average total costs



21. Refer to the above diagram. Which equation will help us determine whether we are realizing economies of scale, constant returns to scale or diseconomies of scale:

- A. $TFC/Q = AFC$.
- B. $TVC/Q = AVC$.
- C. $TC/Q = ATC$.
- D. $TFC + TVC = TC$.

22. Refer to the above diagram. Economies of scale:

- A. are evident over the entire range of output.
- B. occur over the $0Q_1$ range of output.
- C. begin at output Q_3 .
- D. occur only over the Q_1Q_3 range of output.

23. Refer to the above diagram. Diseconomies of scale:

- A. begin at output Q_1 .
- B. occur over the Q_1Q_3 range of output.
- C. begin at output Q_3 .
- D. are in evidence at all output levels.

24. The four market model studied in microeconomics are Monopolistic competition, Pure competition, Pure Monopoly and Oligopoly?

- A. True
- B. False

Microeconomic: ECON 2302: Test 5: Comprehensive

Use the table below to answer the question for a purely competitive firm in the short run.

<u>Output</u>	<u>Total Revenue</u>	<u>Total Cost</u>
0	\$0	\$50
1	40	74
2	80	94
3	120	117
4	160	142
5	200	172

25. Refer to the above table. The market price of the product is:

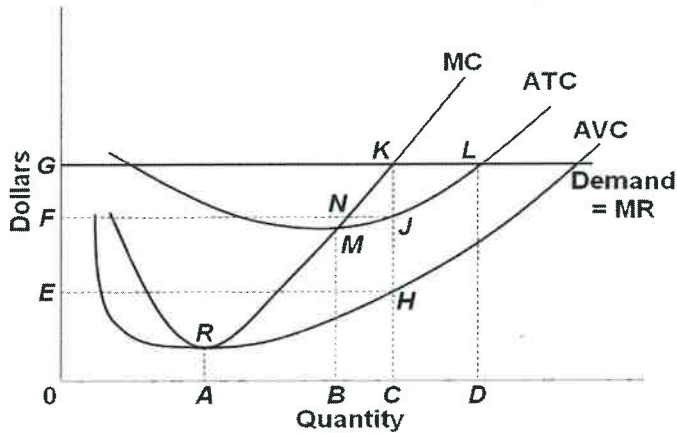
- A. \$40
- B. \$80
- C. \$120
- D. \$160

26. Refer to the above table. Utilizing the Revenue approach, profit maximizing will occur with the ___ level of output and economic profit will equal ___.

- A. 2; -14
- B. 3; 3
- C. 4; 18
- D. 5; 28

27. Refer to the above table. When the firm produces 3 units of output, the marginal revenue (mr) of the third units is ____, the marginal cost (mc) of the third unit is ____, and the firm ____ produce more units of output.

- A. 40; 20; should not
- B. 40; 23; should
- C. 40; 25; should
- D. 40; 30; should not

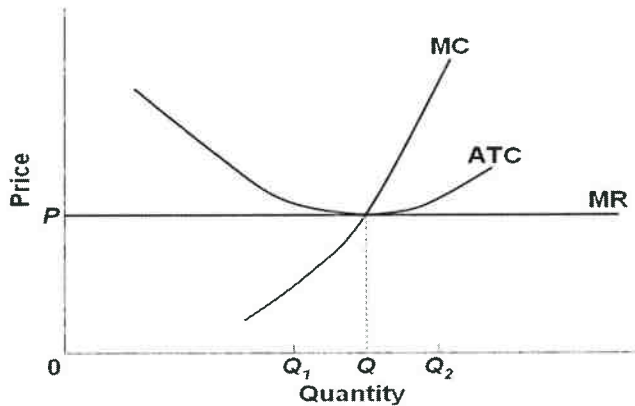


28. Refer to the above diagram. If this represents a typical firm in the industry and the firm is producing at the profit-maximizing level of output in the short run, then in the long run we would expect more firms to enter the market.

True False

29. If for a firm $P = \text{minimum ATC} = \text{MC}$, then:

- A. neither allocative efficiency nor productive efficiency is being achieved.
- B. productive efficiency is being achieved, but allocative efficiency is not.
- C. both allocative efficiency and productive efficiency are being achieved.
- D. allocative efficiency is being achieved, but productive efficiency is not.



30. The above diagram portrays:

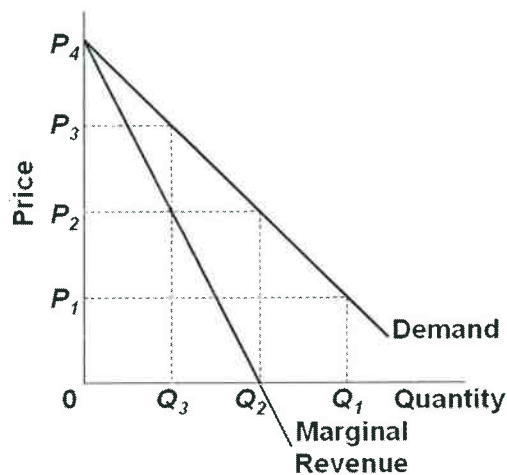
- A. a competitive firm that should shut down in the short run.
- B. a competitive firm in the long run.
- C. a competitive firm that is realizing an economic profit.
- D. the loss-minimizing position of a competitive firm in the short run.

31. Refer to the above diagram. If this competitive firm produces output Q , it will:

- A. suffer an economic loss.
- B. earn a normal profit.
- C. earn an economic profit.
- D. achieve productive efficiency, but not allocative efficiency.

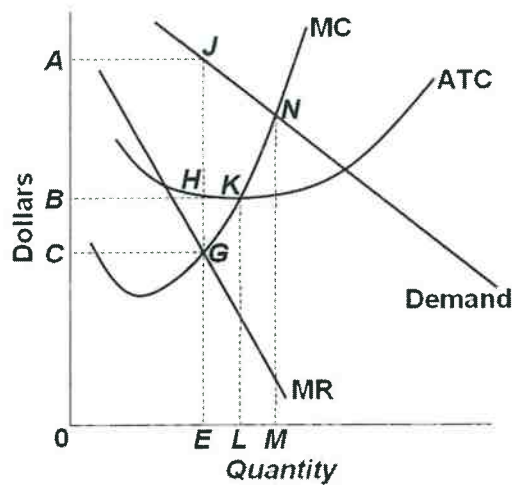
32. Pure monopoly refers to:

- A. any market in which the demand curve to the firm is downsloping.
- B. a standardized product being produced by many firms.
- C. a single firm producing a product for which there are no close substitutes.
- D. a large number of firms producing a differentiated product.



33. Refer to the above diagram. This firm is selling in:

- A. a market in which there are an extremely large number of other firms producing the same product.
- B. an imperfectly competitive market.
- C. a market in which demand is elastic at all prices.
- D. a purely competitive market.



34. Refer to the above diagram. To maximize profits or minimize losses this firm should produce:
- E units and charge price C .
 - E units and charge price A .
 - M units and charge price N .
 - L units and charge price LK .
35. Refer to the above diagram. At the profit-maximizing level of output, total revenue will be:
- NM times OM .
 - $OAJE$.
 - $OEGC$.
 - $OEHB$.
36. Refer to the above diagram. At the profit-maximizing level of output, total cost will be:
- NM times OM .
 - $OAJE$.
 - $OCGC$.
 - $OBHE$.
37. Refer to the above diagram. At the profit-maximizing level of output, the firm will realize:
- an economic profit of $ABHJ$.
 - an economic profit of $ACGJ$.
 - a loss of GH per unit.
 - a loss of JH per unit.

38. Refer to the above diagram. Will this monopoly achieve allocative efficiency ($p = mc$) and productive efficiency ($p = \min. ATC$)?

- A. Yes
- B. No

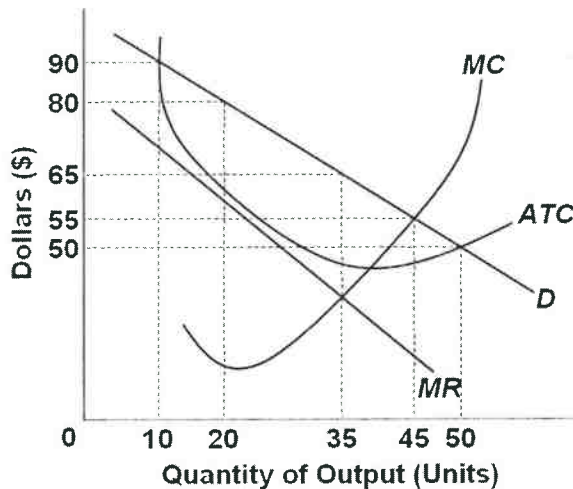
39. Which of the following is *not* a basic characteristic of monopolistic competition?

- A. the use of trademarks and brand names
- B. recognized mutual interdependence
- C. product differentiation
- D. a relatively large number of sellers

40. Oligopolistic industries are characterized by:

- A. a few dominant firms and substantial entry barriers.
- B. a few dominant firms and no barriers to entry.
- C. a large number of firms and low entry barriers.
- D. a few dominant firms and low entry barriers.

The graph depicts a monopolistically competitive firm

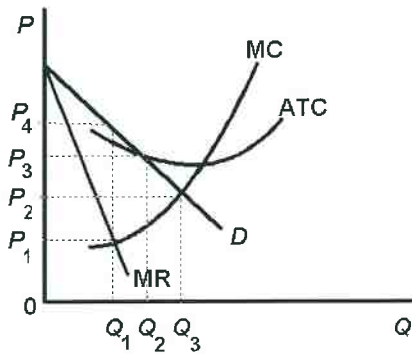


41. Refer to the above graph. In the short run, this monopolistically competitive firm will set price at:

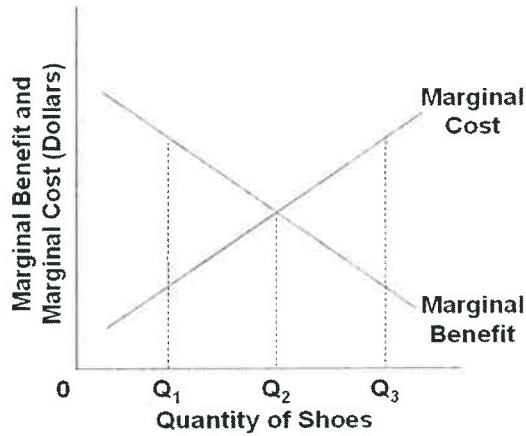
- A. \$65 and produce 45 units of output
- B. \$65 and produce 35 units of output
- C. \$50 and produce 35 units of output
- D. \$50 and produce 50 units of output

42. Refer to the above graph. At the profit-maximizing level of short-run output, this monopolistically competitive firm will:
- A. achieve both allocative ($p = mc$) and productive efficiency ($p = \min. ATC$).
 - B. achieve allocative ($p = mc$), however, not productive efficiency ($p = \min. ATC$).
 - C. not achieve allocative ($p = mc$) however, achieve productive efficiency ($p = \min. ATC$).
 - D. not achieve either allocative ($p = mc$) and productive efficiency ($p = \min. ATC$).

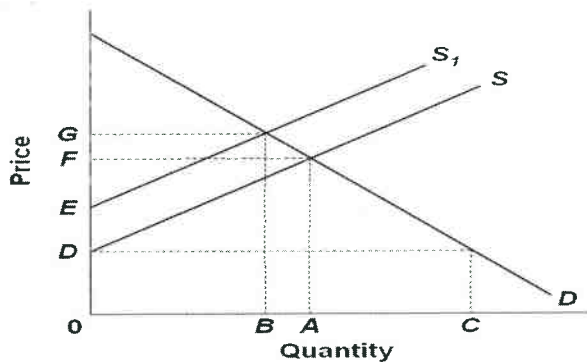
Use the following to answer question 43:



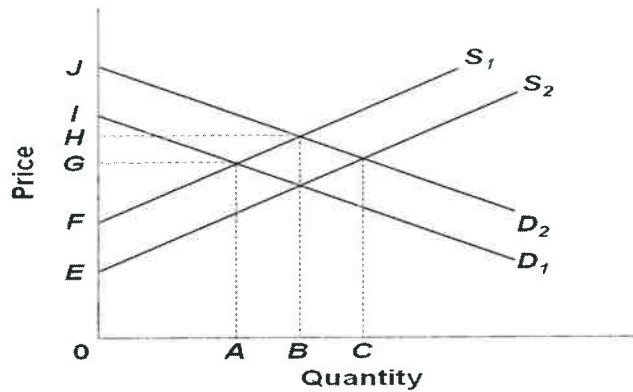
43. If the **government regulated the monopoly** shown in the graph above and forced it to produce the *level of output* where that is **socially optimal**, what price and quantity levels would we observe in the short run?
- A. P_1 and Q_1
 - B. P_2 and Q_3
 - C. P_3 and Q_2
 - D. P_4 and Q_1



44. Refer to the above diagram for athletic shoes. The optimal output of shoes is at Q_2 ($mb = mc$). This particular level of output defines this **type of efficiency**:
- A. productive
 - B. allocative
 - C. roundabout
 - D. dynamic



45. Refer to the above supply and demand graph. In the graph, S is the **current** supply (*Quantity A*) of this product, while S₁ is the optimal (allocative) supply (Quantity B) from the society's perspective. This figure suggests that there is (are):
- A. external (spillover) benefits from the production of this product; positive externality.
 - B. external (spillover) costs in the production of this product; negative externality.
 - C. an underallocation of resources toward producing this good.
 - D. an underproduction of this good.



46. Refer to the above supply and demand graph. In the graph, D_1 is the **current** demand (*Quantity A*) of this product, while D_2 is the optimal (allocative) demand (*Quantity B*) from the society's perspective. This figure suggests that there is (are):

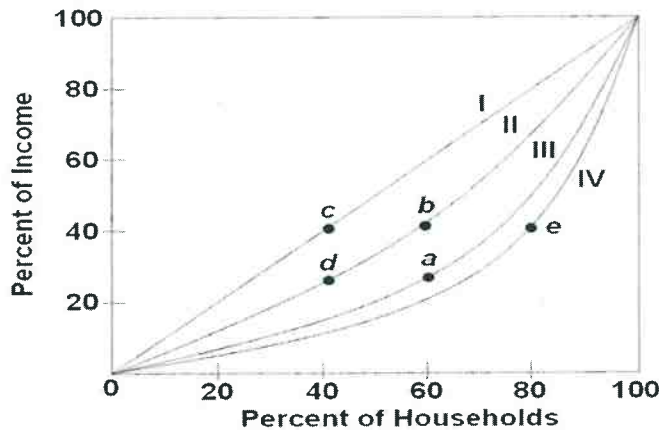
- A. external (spillover) benefits from the production of this product; positive externality.
- B. external (spillover) costs in the production of this product; negative externality.
- C. an overallocation of resources toward producing this good.
- D. an overproduction of this good.

47. **Investment decisions are made** based upon the following statement (equation), $r = i$. The r is the expected rate of return; i is the real interest rate in the economy.

- A. True
- B. False

48. What are the **two characteristics** that differentiate private goods from public goods?

- A. rivalry and excludability
- B. negative externality and positive externality
- C. marginal cost and marginal benefit
- D. ownership and usage



49. Refer to the figure above, which shows four different Lorenz curves (I, II, III, and IV). The curve which represents the greatest income *inequality* is:

- A. II
- B. III
- C. IV
- D. I

50. Refer to the figure above, which shows four different Lorenz curves (I, II, III, and IV). If transfer payments are introduced, the income inequality curves will:

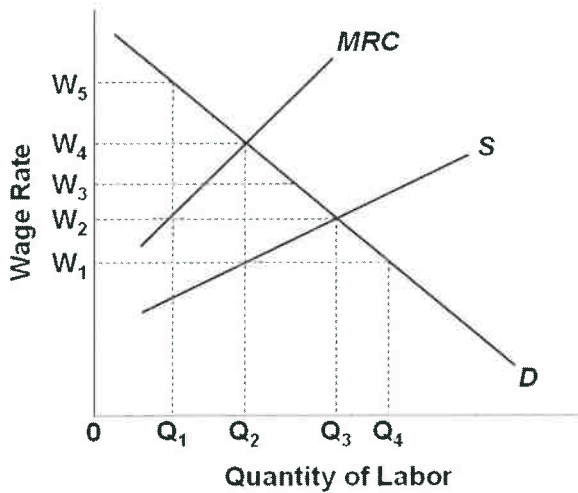
- A. shift downward; rightward
- B. shift upward; leftward
- C. remain the same

51. According to the standard government definitions, the percentage of the U.S. population now (2008) considered to be living in poverty is about:

- A. 18.1 percent.
- B. 20.5 percent.
- C. 5.8 percent.
- D. 13.2 percent.

52. An example of a social insurance program is _____, whereas an example of public assistance program is _____.

- A. Temporary Assistance for Needy Families; unemployment compensation
- B. Supplemental Security Income; unemployment compensation
- C. Social Security; food stamps
- D. Medicaid; Medicare



53. Refer to the above diagram. Assuming competitive market conditions, the firm represented will hire:

- A. Q_2 workers and pay a W_4 wage rate.
- B. Q_2 workers and pay a W_1 wage rate.
- C. Q_3 workers and pay a W_2 wage rate.
- D. Q_4 workers and pay a W_1 wage rate.

54. Refer to the above diagram. Assuming monopsony conditions, the firm represented will hire:

- A. by negotiating any wage rate between W_1 and W_4 .
- B. by negotiating a wage rate greater than W_4 .
- C. only if it accepted a wage rate below W_1 .
- D. only if it could shift the labor demand curve rightward.

55. Refer to the above diagram. Assuming an inclusive union is formed, the firm represented would require the minimum wage rate:

- A. W_4 .
- B. W_3 .
- C. W_2 .
- D. W_1 .

56. Refer to the above diagram. Assuming bilateral monopoly, the wage rate would lie:
- A. between $W_4 - W_2$.
 - B. between $W_3 - W_1$.
 - C. between $W_2 - W_3$.
 - D. between $W_1 - W_4$.
57. Critics contend that imposing a minimum wage higher than the equilibrium wage in a competitive industry would:
- A. Decrease the number of workers employed in that industry
 - B. Decrease the quantity of labor supplied to that industry
 - C. Increase the demand for labor in the industry
 - D. Increase employment in that industry
58. Ryan lives in Iowa and is completing his fourth year of electrician apprenticeship training. After achieving journeyman status, what will Ryan require from his state government in order to practice his trade?
- A. group health insurance
 - B. occupational insurance
 - C. service contract
 - D. occupational license
59. The problem of _____ arises when an antique dealer knows more about the quality of an item than the potential buyer, and as a result the buyer with less knowledge must worry about ending up at a _____.
- A. imperfect selection; lemon
 - B. adverse information; lemon
 - C. adverse selection; disadvantage
 - D. imperfect information; disadvantage
60. In India one person can produce 330 pounds of rice or 110 shirts in one year. In China one person can produce 400 pounds of rice or 200 shirts in one year. Which of the following statements is true?
- A. India has a comparative advantage in the production of rice.
 - B. China has a comparative advantage in the production of rice.
 - C. China has both an absolute and comparative advantage in the production of rice.
 - D. India has an absolute advantage in the production of rice.

Microeconomic: ECON 2302: Test 5: Comprehensive

61. Say that Alland can produce 32 units of food per person per year or 16 units of clothing per person per year, but Georgeland can produce 24 units of food per year or 12 units of clothing. Which of the following is true?

- A. Alland has an absolute advantage in producing food but will not trade with Georgeland.
- B. Alland has a comparative advantage, but not an absolute advantage, in producing food.
- C. Georgeland has both a comparative and absolute advantage in producing clothing.
- D. Georgeland has a comparative advantage, but not an absolute advantage, in producing clothing.

62. The significance of specialization and trade among nations is:

- A. greater overall production (greater efficient use of resources)
- B. greater incomes (increase in employment)
- C. higher standard of living
- D. only A and C
- E. A, B and C

63. WTO is the _____ and their functions include:

- A. World Trade Organization: implementing barriers to trade, the settling of complaints specific to domestic trade policy, and imposing tariffs on imported products.
- B. World Trade Order: implementing barriers to trade, the settling of complaints specific to domestic trade policy, and imposing tariffs on imported products.
- C. World Trade Organization: removing barriers to trade, the settling of complaints and violations specific to international trade policy.
- D. World Trade Organization: imposing barriers to trade, the settling of complaints and violations specific to international trade policy.

64. GATT is the acronym for _____ and the purpose of GATT includes:

- A. General Agreement on Tariffs and Trade: tariff reduction, anti-dumping, and nontariff barriers. GATT came after the creation of the WTO.
- B. General Agreement on Tariffs and Trade: tariff reduction, dumping, and nontariff barriers. GATT came before the creation of the WTO.
- C. General Agreement on Tariffs and Trade: tariff reduction, dumping, and nontariff barriers. GATT came after the creation of the WTO.
- D. General Agreement on Tariffs and Trade: tariff reduction, anti-dumping, and nontariff barriers. GATT came before the creation of the WTO.

Microeconomic: ECON 2302: Test 5: Comprehensive

Answer the next questions (65 – 69) on the basis of the information given in the following table:

Inputs	TP	MP	P	TR	MRP	MRC
0	0		3			
1	12		3			
2	22		3			
3	30		3			
4	36		3			
5	40		3			
6	42		3			

65. Refer to the above data. **This firm is:**

- A. selling its product in a purely competitive market.
- B. selling its product in an imperfectly competitive market.
- C. selling its product in a monopolistic competitive market.
- D. hiring workers in an oligopoly market.

66. Refer to the above data. If **the firm is hiring workers under purely competitive conditions** at a wage rate of \$22, **it will employ (hire):**

- A. 1 worker.
- B. 2 workers.
- C. 3 workers.
- D. 4 workers.

67. Refer to the above data. If **the firm is hiring workers under purely competitive conditions** at a wage rate of \$22, the **level of output (TP)** will be:

- A. 12.
- B. 22.
- C. 36.
- D. 30.

68. Refer to the above data. If **the firm is hiring workers under purely competitive conditions** at a wage rate of \$22, its **total cost for labor (TCL)** will be:

- A. 88.
- B. 66.
- C. 44.
- D. 22.

69. Refer to the above data. If **the firm is hiring workers under purely competitive conditions** at a wage rate of \$22, it will **earn an economic profit** of:

- A. 31.
- B. 21.
- C. 23.
- D. 24.

Microeconomic: ECON 2302: Test 5: Comprehensive

Answer the next questions (70 – 72) on the basis of the data contained in the following table. Assume that the firm is *hiring labor in a purely competitive market*.

Inputs	TP	MP	P	TR	MRP	MRC
0	0		2.20			
1	15		2.00			
2	28		1.80			
3	39		1.60			
4	48		1.40			
5	55		1.20			
6	60		1.10			

70. Refer to the above data. If the wage rate is \$20, how **many workers will the firm choose to employ (hire)?**

- A. 5.
- B. 4.
- C. 3.
- D. 2.

71. Refer to the above data. If the wage rate is \$11, how **many workers will the firm choose to employ (hire)?**

- A. 5.
- B. 4.
- C. 3.
- D. 2.

72. **The above data reveals that:**

- A. the firm is selling its product in a purely competitive market.
- B. the firm is selling its product in an imperfectly competitive market.
- C. there is no level of output at which this firm can operate at a profit.
- D. the law of diminishing returns is not applicable to this firm.

Microeconomics: ECON 2302: Assignment 1: Communication Skills

Student, define the following terms. Cite your source for each of the following terms.

1. Monopoly Power

2. Externalities

3. Public Goods

How does market failure relate to the above-mentioned terms?

1. Monopoly Power

State between three and five benefits that arise from monopoly power.

- A.
- B.
- C.
- D.
- E.

State between three and five costs that arise from monopoly power.

- A.
- B.
- C.
- D.
- E.

2. Externalities

State between three and five benefits for externalities.

- A.
- B.
- C.
- D.
- E.

State between three and five costs for externalities.

- A.
- B.
- C.
- D.
- E.

3. Public Goods

State between three and five benefits for public goods.

- A.
- B.
- C.
- D.
- E.

State between three and five costs for public goods.

- A.
- B.
- C.
- D.
- E.

How can or does government address monopoly power?

How can or does government address externalities?

How can or does government address public goods?

Microeconomics: ECON 2302: Assignment 1: Communication Skills

Student, graph a diagram (visual) that identifies an example of monopoly power, externalities, or public goods. (Student, in using a Y X diagram, label the appropriate axis.)

Minimum Requirements:

Identify the Example

Label the Axis, if necessary

Provide commentary for your example

CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Explanation of Issues	Did not state issue.	Issue is stated without clarification or description.	Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown.	Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence	Does not identify the basic components of an issue	Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question	Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis.
Influence of Context and Assumptions	Did not show awareness of the issue.	Show an emerging awareness of present assumptions.	Questions some assumptions. Identifies relevant information when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Student's Position	Takes no position on issue	Specific position is stated but is simplistic and obvious.	Specific position acknowledges different sides of an issue.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized.
Conclusions and Related Outcomes	Does not use previously learned information in new situations.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.	Conclusion is logically tied to information; some related outcomes are identified.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order

	<p>inaccurate and/or hard to understand. Few or no visual representations of evidence are acceptably scaled/ represent the analysis findings.</p>	<p>understand. Some visual representations of evidence are acceptably scaled and represent the analysis findings.</p>	<p>representations of evidence are acceptably scaled and represent the analysis findings.</p>	<p>evidence are well-scaled and/or well represent the analysis findings.</p>	<p>evidence are well-scaled and well represent the analysis findings.</p>
<p>Application</p>	<p>The integration does not include all steps of the investigation and does not lead to an accurate, nor complete conclusion that relates to the initial investigative argument.</p>	<p>The integration of most steps of the investigation lead to a somewhat accurate, partially complete conclusion that is relative to the initial investigative statement.</p>	<p>The coherent integration of most steps of the investigation lead to an accurate, mostly complete, acceptable conclusion that is relative to the initial investigative statement.</p>	<p>The coherent integration of all steps of the investigation lead to an accurate, mostly complete, relevant conclusion that is relative to the initial investigative statement.</p>	<p>The coherent integration of all steps of the investigation lead to an accurate, complete, relevant conclusion that is relative to the initial investigative statement.</p>

Communication RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric and Making Learning Real

Definition

Written communication is the development and expression of ideas in writing.
 Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
 Visual Communication is the use of images to persuade, entertain, inform, and enlighten an observing audience of products, ideas, and messages.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Quality of Information and Organization	Presentation lacks main points and related details. Information lacks connection to the presentation topic. Information is not organized.	Main points are not clear and lack significant detail. Some information is linked to the presentation topic. Information is loosely organized.	Main points are somewhat clear but could use more detail. Most information is linked to the presentation topic. Information is organized.	Main points are clear and detailed. Information is linked to presentation topic. Information is well organized.	Main points are very clear and very detailed. Information is directly linked to presentation topic. Information is very organized.
Nonverbal Communication	Speaker appears very uneasy and insecure. Speaker faces away from the audience or makes no eye contact. Speaker appears disengaged from the audience. Speaker uses few body motions or gestures or has gestures or movements that distract the audience.	Speaker appears uneasy and somewhat insecure. Speaker rarely faces the audience or makes eye contact. Speaker rarely appears to be engaging with the audience. Speaker uses few body motions or has gestures or movements that distract the audience.	Speaker appears generally at ease and confident. Speaker sometimes faces the audience and maintains eye contact. Speaker sometimes appears to be engaging with the audience. Speaker's body motions and gestures neither support nor detract from presentation.	Speaker appears fairly comfortable and confident. Speaker generally faces the audience and maintains good eye contact. Speaker generally appears to be engaging with the audience. Speaker uses body motions and gestures well.	Speaker appears very comfortable and confident. Speaker consistently faces the audience and maintains good eye contact. Speaker consistently appears to be engaging with the audience. Speaker uses body motions and gestures very effectively.
Quality of Verbal Communication	Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is consistently too slow or too fast.	Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately. Speaker's talking pace is often too slow or too fast.	Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate.	Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate.	Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate.
Visual Tools	Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools.	Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools.	Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools.	Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools.	Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools.
Appropriate Use of Vocabulary	Few or no terms are included in the presentation. May or may not be used appropriately. Lacks context.	Several terms are included in the presentation. May or may not be used appropriately. May lack context.	Most terms are included in the presentation. Generally used appropriately. Generally used in appropriate context.	All terms are included in the presentation. Used effectively. Used in context.	All terms are included in the presentation. Used in unique and creative ways. Used in context.

<p>Precision and Detail in Documents Produced</p>	<p>Written documents have numerous errors and lack detail. Little care taken in the production.</p>	<p>Documents may have some errors and show some detail. Some care has been taken in production.</p>	<p>Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production.</p>	<p>Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production.</p>	<p>Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents.</p>
<p>Overall Presentational Effectiveness</p>	<p>The presentation was weak and not effective.</p>	<p>The presentation was average and somewhat effective.</p>	<p>The presentation was good and effective.</p>	<p>The presentation was very good and effective.</p>	<p>The presentation was exceptional and extremely effective.</p>

Social Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Student social responsibility is the responsibility of every student for his/her actions. It is morally binding on everyone to act in such a way that the people immediately around them are not adversely affected. It is a commitment everyone has towards the society – contributing towards social, cultural and ecological causes.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Intercultural Competence	Does not demonstrate understanding of how others may see, interpret, and experience the world differently	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Knowledge of Civil Responsibility	Provides no evidence of her/his experience in civic engagement activities.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment...	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.
Demonstrates an ability to engage effectively in regional, national and global communities	Does not demonstrate an understanding of the connection between the individual and the community.	Has problems differentiating between regional, national, and global communities. Has difficulty identifying the unique challenges at each level.	Demonstrates an understanding of how communities function at the regional, national, and global levels.	Demonstrates an understanding of the unique challenges associated with civic engagement at the different levels.	Analyzes the ability of regional, national, and global communities or organizations to solve specific problems. Cites real life examples or evidence

Empirical and Quantitative Skills RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

The ability to formulate an inquiry that is scientific or mathematical in nature, and then manipulate and analyze numerical data and/or follow an investigative process using empirical and/or quantitative reasoning to satisfy the inquiry and create informed conclusions.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Identification	The purpose, components, and variables of the investigation/project are not identified.	The purpose, components, and variables of the investigation/project are somewhat identified.	The purpose, components, and variables of the investigation/project are mostly identified	The purpose, components, and variables of the investigation/project are clearly identified..	The purpose, components, and variables of the investigation/project are clearly identified.
Assimilation	The information that is required for an analysis of all investigative components is not evident. If applicable, values are incorrectly translated into variables and no necessary formulas are present.	The information that is required for an analysis of all investigative components is somewhat evident. If applicable, values are incorrectly translated into variables and some necessary formulas are present.	The information that is required for an analysis of all investigative components is mostly evident. If applicable, some values are correctly translated into variables and most necessary formulas are present.	The information that is required for an analysis of all investigative components is evident. If applicable, most values are correctly translated into variables and all necessary formulas are present.	The information that is required for an analysis of all investigative components is clearly evident. If applicable, values are correctly translated into variables and all necessary formulas are present.
Analysis	Most investigative or quantitative components are not scrutinized. The steps followed are illogical and/or irrelevant to the desired result. The proper tools/ technology were not used and/or integrated into the final product. Any notation is not consistent and not defined.	Some investigative or quantitative components are scrutinized. Some steps followed are somewhat logical and relevant to the desired result. The proper tools/ technology were somewhat used and not integrated into the final product. Any notation is somewhat consistent but not defined.	All investigative or quantitative components are somewhat scrutinized. The steps followed are mostly logical and relevant to the desired result. The proper tools/ technology were mostly used and somewhat integrated into the final product. Any notation is mostly consistent and defined.	All investigative or quantitative components are scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and mostly integrated into the final product. Any notation is consistent and well defined.	All investigative or quantitative components are methodically scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and well integrated into the final product. Any notation is consistent and well defined.
Presentation	A summary of the analysis is either inadequately presented or not presented at all. The presented information is mostly incorrect, and/or of poor quality, and/or the terminology/figures are	A partial summary of the analysis is presented. The presented information is somewhat correct, of adequate quality, and the terminology/figures are somewhat accurate and relatively easy to	A summary of the analysis is presented. The presented information is mostly correct, of good quality, and the terminology/figures are mostly accurate and easy to understand. Most visual	A good summary of the analysis is presented. The presented information is correct, of good quality, and the terminology/figures are accurate and easy to understand. Most visual	A concise summary of the analysis is presented. The presented information is correct, of high quality, and the terminology/figures are accurate and easy to understand. All visual