ECO 2023 - Principles of Microeconomics

Fall 2013

CRN 81303 meets from 8:00 a.m. until 9:45 a.m. each Tuesday and Thursday in Lutgert Hall 1201

Bradley K. Hobbs, Ph.D.
BB&T Distinguished Professor of Free Enterprise
Department of Finance and Economics
Lutgert College of Business
Phone: 590-7162 (Voice Mail available at all hours.)
E-mail: bhobbs@fgcu.edu
home page: http://itech.fgcu.edu/faculty/bhobbs/
Office: Lutgert Hall 3366
Office Hours: Tuesday and Thursday 2:00 p.m. - 4:30 p.m., and by appointment.

A course syllabus is your primary reference for any course. It tells you what the professor expects from you and from himself or herself. If you have a question concerning the workings of the course, turn to this reference first. It represents the "rules of the game" so to speak. If you want clarification or have a question which you feel is not adequately addressed - by all means ask now! By virtue of remaining in this course you have provided implicit agreement with the policies and procedures laid out in this syllabus.

OFFICIAL COURSE DESCRIPTION:
ECO 2023 - Principles of Microeconomics - 3.00 credits.
This course analyzes the individual components of an economic system. Special emphasis is placed on decision-making by individuals and by firms. The major market structures of competition and monopoly are covered and variations of these market structures are explored. The supply and demand model is introduced and used extensively to explain individual and firm behaviors in markets. An introduction to issues in international trade and finance are also part of this course.

Additional Course Description:
Microeconomic theory is the primary foundation for all other neoclassical economic theory including most of macroeconomics. Microeconomic theory provides insights into the behavior of both individual and collective actors (firms) in markets. This course is probably the most important core course in an economics curriculum and will require extensive outside work on your part.

The strength of this course is that it will provide you with an insight into how economists analyze practical problems which present themselves to policy makers in the real world. We will develop a "set of tools for analysis" which you will be expected to apply in a practical manner. The materials in this course are used extensively in economics, financial economics and all businesses at the higher levels of decision making.

There are questions at the end of each chapter which will help you to practice transferring your knowledge. We meet for 2.5 hours a week in class. I would strongly suggest that you block out 8 - 10 hours a week to study for this course. I will do all that I can to help you but the major responsibilities for this course lie on your shoulders. Office hours will be held regularly at posted times and by appointment. Please use these times to your advantage.

What we will attempt to do in this course follows:

There are basically three progressive steps in learning that I am interested in: acquisition, retention, and transfer or application. In this course, the cumulative exercise - the examination - will require you to apply the concepts which you have
learned. This is impossible without acquisition and retention. In the economists’ jargon, acquisition and retention are "necessary conditions" for success in this course, but they are not the "sufficient condition." The "sufficient condition" is the ability to apply what you have acquired and retained to a broad range of problems and situations - we call this transfer or application.

Where most students have problems in this course is at that last step - transfer. Believe me when I say that you will be required to apply what you have acquired and retained. I expect you to be able to draw from the "economists' tool kit" to answer perplexing and interesting problems which you have not seen before.

Economics is ultimately about problem-solving. We are asked to provide logical, well thought-out answers to complex questions. To do this we must strip the problem down to its essential assumptions, arguments, and conclusions and then to critically analyze each of these. I do not expect you to master problem-solving in this course. I do expect that you will greatly increase your proficiency at problem-solving and that you will master the tools needed to hone that skill.

The reason for this emphasis is that the conditions under which economic analyses are carried out changes constantly. Therefore, the answers themselves are not transferable. What is transferable, fundamental, and constant is the method of economic analysis which we will develop. The ability to apply the method to varying situations and to make the results of the analysis clear is what gives value to economic analysis.

TEXTBOOKS

REQUIRED TEXTBOOKS: (If you have any confusion about what "Required" means please click on it to be redirected.)

1) The required textbook for this course is Tyler Cowen and Alex Tabarrok’s [Modern Principles: Microeconomics, Second Edition](http://itech.fgcu.edu/faculty/bhobbs/ECO2023.htm). It comes in a multitude of formats but I suggest the spiral-bound loose leaf for low cost and that is what I ordered for the bookstore. You are be expected to have a copy of the textbook in all class meetings - I refer to it often and extensively.

2) You will also need an APLIA account. APLIA is an internet-based homework set that is required for this course. [How to Access your Aplia Course](http://itech.fgcu.edu/faculty/bhobbs/ECO2023.htm).

Note: The textbook is available online with the APLIA subscription and you can print it out to meet the "bring the book to class requirement" though that typically indicates one or some combination of the following: (1) a horrific misjudgment of your opportunity costs, (2) the inability to do simple cost calculations for paper and ink, (3) theft, from the business owner(s) if you use the printer at work, (4) subsidy, if Mom or Dad let you use their printer or refer to (3) if they print it at work.

SUGGESTED TEXTBOOKS:
Students often grossly underestimate the time commitment for difficult courses like this. If you have any trepidation about your study habits I strongly suggest that you purchase and use the Study Guide that accompanies this book. The marginal cost for it in the package is very low.


Note - The package available at the bookstore includes a new loose leaf copy of the textbook, the access code for your required APLIA account, and the Student Study Guide for the textbook. The Study Guide is not required - but it is strongly suggested and has been added to the package for a marginal or additional cost of $5.

There is a very helpful, free Web site to accompany the book at [www.SeeTheInvisibleHand.com](http://itech.fgcu.edu/faculty/bhobbs/ECO2023.htm). This site (from the publisher) has activities and simulations for the more challenging concepts, as well as self-quizzing to help you prepare for exams.

Dr. Hobbs' Study Handouts For Principles Students:
Print these out and read them carefully. If they do not work read the next paragraph.

[Study Handout #1: Studying for a Principles of Economics Course - The ARA Approach](http://itech.fgcu.edu/faculty/bhobbs/ECO2023.htm)

[Study Handout #2: Studying for a Principles of Economics Course - Constructing a Set of Class Notes](http://itech.fgcu.edu/faculty/bhobbs/ECO2023.htm)
Need a Tutor?
"The Center for Academic Achievement (CAA) provides academic support services to all FGCU students. Students can take advantage of our free peer tutoring and Supplemental Instruction sessions for lower-level math and science courses, as well as workshops to facilitate the development of skills necessary for college success. If you would like to participate in any of our programs, learn about tutoring services, or meet with an Academic Retention Coordinator, please visit the CAA in Library 103 or call us at (239) 590-7906. Our web site is www.fgcu.edu/caa."

Fall 2013 - IMPORTANT DATES:
[Academic Calendar for the Fall 2013 Semester]
Classes begin Monday, August 19, 2013
Labor Day (no classes) Monday, September 2
Examination 1 - Thursday, October 3
Examination 2 - Tuesday, Nov 5
Last day to Drop/Withdraw without Academic Penalty is Friday, November 8
Veteran's Day (no classes) Monday, November 11
Thanksgiving Observed (no classes) Wednesday, November 27 - Saturday, November 30
Last Day of Classes is Monday, December 9
Finals Begin Tuesday, December 10
Final Examination - 7:30 a.m. - 10:15 a.m. on Thursday, December 12, 2013
Finals End/ Last Day of Semester, Saturday, December 14

Final Examination Schedule
Your final Examination will be held from 7:30 a.m. - 10:15 a.m. on Thursday, December 12, 2013 in our classroom. Your continued enrollment in this course beyond the Drop-Add period indicates that you have the Final Examination time blocked out on your schedule. If you cannot make the final examination then go ahead and drop the course now.

Learning Outcomes for ECO 2023
GENERAL EDUCATION PROGRAM
This course qualifies as a General Education course in the Social Sciences subject area. The economic way of thinking relies heavily on the usage of critical thinking skills (the ability to link data, knowledge, and insight to make better decisions).
Critical thinking is one of the four General Education competencies. All General Education courses are required to have a plan for assessing their students’ performance on at least one of those four competencies. To meet that requirement, there will be several questions on your final exam designed to assess your critical thinking skills. Those questions will be directly related to the economics content covered in your textbook and in class lectures.

COURSE OBJECTIVES – Students shall acquire the following knowledge from the course
• All economies face scarcity so that economic choices involve trade-offs
• Markets promote exchange between individuals and trade between nations and promote economic efficiency
• The basics of economic decision making by individual consumers
• Alternative market organizations and decision making by producers
• The role of government in the face of externalities and the presence of public goods

LEARNING OUTCOMES – After completion of the course a student should be able to
• Explain the basic tools used in microeconomic analysis
• Apply the tools of analysis to problems involving economic choices by firms or individuals
• Analyze economic outcomes in terms of contribution to efficiency
• Communicate the conclusions from analysis of economic outcomes in writing

Grading Scale:
The University allows assignment of grades on a +/- system. I support that form of grading and keep all final grades in that format.
Because a "C" is considered the top grade for a student to progress I have extended the range of a "C" to include what is traditionally the "C-" range.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100.0% to 93.0%</td>
</tr>
<tr>
<td>A-</td>
<td>92.9% to 90.0%</td>
</tr>
<tr>
<td>B+</td>
<td>89.9% to 87.0%</td>
</tr>
<tr>
<td>B</td>
<td>86.9% to 83.0%</td>
</tr>
<tr>
<td>B-</td>
<td>82.9% to 80.0%</td>
</tr>
<tr>
<td>C+</td>
<td>79.9% to 77.0%</td>
</tr>
<tr>
<td>C</td>
<td>76.9% to 70.0%</td>
</tr>
<tr>
<td>C-</td>
<td>No such grade in my rubric. You need a &quot;C&quot; to move forward in the College of Business.</td>
</tr>
<tr>
<td>D+</td>
<td>69.9% to 67.0%</td>
</tr>
<tr>
<td>D</td>
<td>66.9% - 63.0%</td>
</tr>
<tr>
<td>D-</td>
<td>62.9% to 60.0%</td>
</tr>
<tr>
<td>F</td>
<td>below 59.9%</td>
</tr>
</tbody>
</table>

**Graded Assignments:**

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Percent of Final Grade</th>
<th>Coverage</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation Grade: APLIA Homework and Pop Quizzes</td>
<td>15%</td>
<td>Homework is assigned on the APLIA web site and it will provide the major component of your Class Participation Grade. We will have in-class pop quizzes which will be included in this grade. They will be weighed as one APLIA assignment. Pop quizzes are triggered primarily by two things: a violation of the course electronics policy and being obviously unprepared for class meetings.</td>
<td>As assigned on the APLIA web site</td>
</tr>
<tr>
<td>Examination #1 will cover class notes, textbook readings and any other assigned readings. This examination counts for 25% of your grade.</td>
<td>25%</td>
<td>Textbook: Cowen &amp; Tabarak Chapters 1-7</td>
<td>Examination Date Thursday, October 3 Essay Exam Guidelines</td>
</tr>
</tbody>
</table>

**Handouts**

- Deductive vs. Inductive Reasoning
- Accounting Costs vs. Economic Costs
- Absolute and Comparative Advantage
- Rational Choice Models
- Prices: Nominal and Real
- Supply and Demand - Introduction
- Demand Analysis Framework
- Supply Analysis Framework
- Elasticity's
- Rent Control & Price Ceilings

**SAMPLE EXAMINATION**
**Examination #2** will cover class notes, textbook readings and any other assigned readings. This examination counts for 25% of your grade.

25%

**Textbook:** Cowen & Tabarrok
Chapters 8-16

Each textbook chapter has a Chapter Outline and a set of Learning Objectives that will be used to guide your studying and to build examinations. Use them!

**See APLIA for reading/listening dates:**

**Handouts:** See APLIA

---

**Examination #3 is COMPREHENSIVE** and will cover class notes, textbook readings and any other assigned readings. At minimum one-half of the materials will come from the materials in Exams 1 & 2. This examination counts for 35% of your grade.

35%

**Textbook:** Cowen & Tabarrok
Chapters: See Aplia

**See APLIA for reading/listening dates:**

**Handouts:** See APLIA

---

**Final Examination Schedule**

CRN 80147 will be held 7:30 a.m. - 10:15 a.m. on Thursday, December 12, in our classroom

---

**Grading Policies**

**APLIA Homework Grade:**

APLIA is a web-based interactive homework software. To access the web site, you need to register for an account with Aplia at [http://econ.aplia.com](http://econ.aplia.com). Use this link above under Required Textbooks for instructions. Please register on the web site immediately using the course key above (under Required Textbooks). NOTE: You can sign up immediately and will have a 2-week grace period. This gives you immediate access to an electronic copy of the book and the Aplia exercises we need to do in the first two weeks. In other words, you have some grace period for payment and it is noted on the instruction sheet. If you ordered a package from the bookstore it will come with an Aplia code that you will enter to extend your access beyond two weeks.

The Aplia is set to Average. This counts all of your attempts at a question but allows you to get feedback and better your grade. The purpose of the Aplia exercises is to learn the materials for the examinations. Each APLIA homework constitutes a grade and all APLIA assignments are weighted equally. For each six (6) recorded grades I drop one (1) lowest grade. Suppose we had 20 grades in Aplia - I will drop your three lowest grades (20/6 = 3.33).
Do not take APLIA lightly - it represents 15% or a full letter grade-and-a-half of your final course grade.

Examinations:
Each examination covers a specific set of readings that are listed in the course outline and in the table above. Options for examination questions include: multiple choice, short answer, true/false/defend and essays. Bring a BLANK Scantron form to each examination - do not write your name on it - I collect them from you and redistribute them at the beginning of the examination. Scantron forms (use Pearson NCS Test Sheets 100/100, Form No. 95679) are available in the Campus Bookstore. Each sheet must be in clean, readable form suitable for scanning. Damaged or altered sheets which are unreadable in machine format will result in a grade reduction of 2% on the examination.

Where essays are required I will provide space on the examination for your answer. As far as electronics, your BAII-Plus calculator is allowed but no other electronic equipment will be allowed including cell phones.

Examination Grade Challenge Policy:
When an exam is handed back we will go over it in class and you will hand it back in during class. Once the examination is handed back to you there is a one-week cooling-off period. Then you can make an appointment with me to come by during office hours and challenge my grading but be prepared. At two weeks after the examination is returned to you, grades on all examinations and assignments are finalized.

Missed Examinations or Assignments:
If you miss an examination I must have a email or phone call before or during the assessment event - simply not showing up earns a grade of "0" on any assignment. My email is bhobbs@fgcu.edu and my phone number is 590-7162: voice messaging is available at all times. Where I have been notified as explained above, the points for the missed examination will be calculated as the average of your other two examination scores. If you miss two or more examinations you will receive a grade of "0" on both of them and there is no way to pass the course. A missed Final Examination will: (1) lead to an assigned grade of "incomplete" so long as I am contacted prior to the examination as noted above and, (2) require you to take a makeup examination and complete the examination prior to the university's deadline for making up an incomplete. It is your responsibility to contact me and coordinate the process of the makeup examination and the grade change. All incomplete's not completed by the university's deadline become an "F".

Assignments other than examinations (e.g., papers and presentations) lose 10% or one letter grade per day. If a group presentation is required your failure to participate in it earns you an automatic "0" for the presentation portion of that assignment.

Late quizzes or APLIA homework's earn a score of "0".

OTHER COURSE ISSUES:

ACADEMIC DISHONESTY/CHEATING:
Academic Honesty is your responsibility and ethical duty. Cheating is a rampant problem on college and university campuses today. As a social scientist, I think it says something quite interesting about our current culture -- or perhaps Glaucon, Adeimantus and Thrasymachus were right (see The Republic of Plato, Part II "Justice in the State and in the Individual", Chapter V, "The Problem Stated").

Appropriate steps for dealing with scholastic dishonesty are spelled out in the Student Guidebook and these steps will be followed if this activity is revealed in your case. These guidelines pertain to all work done in this class including take home assignments and graded homework. (You have explicit permission to engage in group homework under the conditions outlined above.)

My attitude concerning academic dishonesty is simple: cheating is not worth the potential consequences of getting caught nor the self-
degradation which it involves whether you are caught or not.

**Studying**

I expect students to spend 2-3 hours of work outside of class for every hour you are in class. This means attending class plus spending 6-9 hours on course work including readings, assignment and studying. For a 15-hour load this means 30-45 hours a week on your courses. A 2007 study by the National Survey of Student Engagement found that full time students self reported (thus, probably an exaggerated report) spending about 13 - 14 hours per week (for a 15-hour load). As I tell my college-enrolled kids, "This may sound like a lot but this is the easiest 30 hour a week job you'll ever have! So stop whining and get the most out of the vast array of resources a university provides you. We owe it to the taxpayers - who subsidize this endeavor to the tune of about 75%. We owe it to ourselves - to be all that we can be."

According to this study, I am swimming upstream. But, swim, I must. Economics is intellectually challenging.

On the upside, Stinebrickner &
Stinebrickner in 2007 find that studying an extra hour per week has the same effect on student achievement as a 5-point increase in your ACT scores.

Sources:


(Thanks to Professor Linda Ray for these tidbits of truth.)

Attendance Policy:

"The discipline of colleges and universities is in general contrived, not for the benefit of the students, but for the interest, or more properly speaking, for the ease of the masters. Its object is, in all cases, to maintain the authority of
the master, and whether he neglects or performs his duty, to oblige the students in all cases to behave to him as if he performed with the greatest diligence and ability. It seems to presume perfect wisdom and virtue in the one order, and the greatest weakness and folly in the other. Where the masters, however, really perform their duty, there are no examples, I believe, that the greater part of the students ever neglect theirs. No discipline is ever requisite to force attendance upon lectures which are really worth attending…”

An Inquiry into the Nature and Causes of the Wealth of Nations, Book V, Chapter 1, Part f, Paragraph 15
Adam Smith

My attendance policy is *laissez-faire*. The translation from French is roughly "to allow to act". In other words, you are allowed to do whatever you want to do with regard to attendance: after all, only you can decide what your opportunity costs are. Whatever your proclivities for attendance may be, you are responsible for the materials of the course.

Learning is a shared responsibility and as a result I won't be using valuable student office hours to redeliver the lecture because you chose not to come to class. Class lectures are, but, one way to learn - there are others. If you miss class I would suggest that you get the notes, handouts, cases, etc. from a fellow student. There are many things covered in class that are assessed in this course so you should definitely obtain a copy of class notes should you decide to not attend the class.

In closing, though my attendance policy is *laissez-faire*, I should note that for nearly all students there is a high and positive correlation between class attendance and grades. I encourage you to fully participate in your education. I will take role daily for administrative purposes and, if need be, to explain to you why you are not doing so well in this course.

**Assigned Readings:**
There are a handful of assigned readings in this course. You are expected to read the and . In order to have an effective class discussion you must: (1) Read the article prior to the class meeting, (2) Come prepared to both ask and answer questions on the reading, and (3) Bring your copy of the article and your notes on it to the class meeting.

**Group Work:**
Research in the area of learning has substantiated the positive effects of group study. When carried out with serious effort the returns to group study can be great for all members of the group. I would strongly encourage you to form study groups and set a weekly meeting time to discuss this course. I would ask that you assist each other; treating the study group as a cooperative experience rather than a competitive one. I have no problem with groups working together on the homework assignments.

Unless explicit permission is given (such as homework assignments above), all work handed in must be done alone. You are welcome to discuss and work together but when you "put pencil to paper" it must be your own work. To do otherwise will be regarded as an act of academic dishonesty.

**Scantrons**
You must bring Scantron forms to examinations. Use Pearson NCS Test Sheets 100/100, Form No. 95679. They are available at the Book Store.

**Electronics in the Classroom:**
One must focus to do university-level work in this field of study. The required calculator - a Texas Instruments BA II PLUS - is the only electronic device allowed to be used during class. USING ANY OTHER ELECTRONIC DEVICE INCLUDING PHONES, I-PODS, TABLETS, LAPTOPS, ETC. IS PROHIBITED DURING CLASS MEETINGS. Failure to comply with this rule has the following consequence: any infraction will lead to you being identified as the person responsible for the quiz that the entire class will take as a result of your action. These quizzes will be included in your Aplia grade (*Hat Tip to Professor Kerekes*)

**University Statements:**
**General Education Program**
This course qualifies as a General Education course in the Social Sciences subject area. The economic way of thinking relies heavily on the usage of critical thinking skills (the ability to link data, knowledge, and insight to make better decisions). Critical thinking is one of the four General Education competencies. All General Education courses are required to have a plan for assessing their
students’ performance on at least one of those four competencies. To meet that requirement, there will be several questions on your final exam designed to assess your critical thinking skills. Those questions will be directly related to the economics content covered in your textbook and in class lectures.

Academic Behavior Standards and Academic Dishonesty
All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and Procedures sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/judicialaffairs/new.html

Disability Accommodations Services
Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930

Student Observance of Religious Holidays
All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

Student Responsibilities
There are no extra credit assignments. Graduation, scholarships, work, financial aid, personal plans, etc. have nothing to do with grades in this course. Grades are based on performance—See the Catalog. Course grades are available via Gulfline (see the Catalog).

The exams are closed book. A student must complete the exams at the scheduled times on the scheduled dates or provide written documentation of an Authorized Absence or Excused Absence (Catalog p.39). An Authorized Absence is due to participation in a sponsored activity that has been approved in advance by the program director and the appropriate student affairs officer. An Excused Absence is due to other causes, such as illness, family emergency, death in the family, or religious holiday. A student seeking an Excused Absence must obtain documentation such as a physician's statement, accident report, or obituary. If a student misses Exam 1 or Exam 2 due to an approved or authorized absence, the weight is rolled into the final examination. If a student misses both Exam 1 and Exam 2 for any reason, the student will receive either an Incomplete (documented medical or family tragedy) or an F grade. Students are required to show a photo ID (FGCU ID or Driver's License or Passport) to complete the Exams. The exams are property of the instructor and are not returned to students. The exams can be reviewed with the instructor during office hours. Students may be assigned or reassigned seats for exams.

The eight questions you should never ask your professor:

1. Will I miss anything by not being in class tomorrow?
2. May I hand in this assignment late?
3. Is this good enough for full credit?
4. Since I got (earned) such a poor score can I resubmit it?
5. Is there anything I can do for extra credit?
6. Will this be on the examination?
7. Are you busy?
8. Actually, this is an oft-heard statement: "I knew the material; I just don't test well."

Those students who ask such questions do not realize the statement they are making about their understanding of professional and career work standards. My answers follow so we can cut through this quickly.
1. Will I miss anything by not being in class tomorrow? *Of course, you will miss something by not being in class unless I am wasting my time and yours already.*

2. May I hand in this assignment late? *Deadline. Think about the word dead; and then the word line.*

3. Is this good enough for full credit? *You are a university student and should be developing that assessment yourself. This is how it works: you hand it in and I grade it.*

4. Since I got (earned) such a poor score can I resubmit it? *I applaud students who go back and learn from their mistakes on examinations but your initial grade stands.*

5. Is there anything I can do for extra credit? *You aren't doing so well on the regular credit - I'd hate to load you up with anything extra.*

6. Will this be on the examination? *Perhaps. Anything we cover or that is assigned in this course is fair game.*

7. Are you busy? *Yes, I have a galloping career that involves teaching, service and research. However, I have an obligation to respond to your inquiries and concerns and have set office hours aside for that purpose. If I am in the middle of something I may ask you to find a time that we can both meet and focus on what your needs are.*

8. "I knew the material; I just don't test well." *Yes, I know, I graded it. Realize that you must also be able to communicate your knowledge. There are three steps on the road to understanding a corpus body of knowledge: acquisition, retention, and application. You may also be overestimating how well you know the materials because you have stopped too early in this process. [See this link! And this one!]*

Disclaimer: *The schedules and procedures in this course are subject to change in the event of extenuating circumstances.*

Web page Last Updated on October 8, 2013