# ECON 130: Principles of Microeconomics

**Sample Course Syllabus**

**Course Title:** Principles of Microeconomics
**Textbook:** Roger LeRoy Miller, *Economics Today: The Micro View*, 21st Edition
**Publisher:** Pearson
**Credits:** 3 credits
**Semester:** Summer 2026
**Course Format:** Online
**Instructor:** Dr. Katoa (Toa) P. Sailusi
**Email:** ksailusi@hawaii.edu
**Office Hours:** Tues & Thurs. 10am – 11am or by appt.
**Class Meeting Time:** varies
**Classroom Location:** Online

# Course Description

This course introduces students to the basic principles of microeconomics. Students will study how individuals, households, businesses, and governments make choices when resources are limited. The course focuses on supply and demand, markets, consumer behavior, production costs, competition, monopoly, labor markets, government policy, market failure, and international trade.

Special attention will be given to examples that connect microeconomic ideas to Hawai‘i, the Pacific, tourism, food prices, housing, local businesses, and everyday consumer decision-making.

# Required Textbook and Materials

**Required Text:**
Roger LeRoy Miller, *Economics Today: The Micro View*, 21st Edition, Pearson.

**Additional Materials:**
Students may also use instructor-provided articles, videos, case studies, and online resources. Some activities may require access to Laulima, Lamakū, Google Docs, or other UH-supported learning tools.

# Course Student Learning Outcomes

By the end of this course, students should be able to:

1. Explain the meaning of scarcity, opportunity cost, and economic choice.
2. Use supply and demand models to analyze market prices and quantities.
3. Explain how consumers and producers make decisions.
4. Identify the differences between perfect competition, monopoly, monopolistic competition, and oligopoly.
5. Analyze the role of government in markets, including taxes, subsidies, price controls, and regulation.
6. Explain how labor markets, wages, and income distribution are determined.
7. Evaluate market failures such as externalities and public goods.
8. Apply microeconomic concepts to real-world issues in Hawai‘i, the United States, and the global economy.

# Course Approach

This course combines lectures, textbook readings, class discussions, problem-solving activities, short writing assignments, quizzes, and applied case studies. Students are expected to connect economic theory to real-life examples such as:

- Food prices in Hawai‘i
- Housing and rent pressures
- Tourism and local business demand
- Minimum wage and labor markets
- Small business competition
- Government taxes and subsidies
- Environmental issues and public goods
- Consumer choices and budgeting

# Required Materials

Students need:

- Access to the required textbook on IDAPT through Lamaku,
- Reliable internet access,
- A computer or tablet capable of submitting assignments online,
- Access to Microsoft Word, Google Docs, or PDF submission tools,
- Basic calculator, and
- UH email account.

# Weekly Course Schedule

| Week | Topics | Main Learning Activities / Assessments |
|---|---|---|
| **Week 1** | Introduction to Economics; Scarcity; Opportunity Cost; Production Possibilities | Course overview; scarcity activity; opportunity cost examples; production possibilities graph |
| **Week 2** | Demand, Supply, and Market Equilibrium | Demand and supply graphs; market equilibrium practice; Hawai‘i food-price case study |

| Week | Topics | Main Learning Activities / Assessments |
|---|---|---|
| **Week 3** | Elasticity and Consumer Choice | Price elasticity calculations; total revenue discussion; marginal utility and consumer decision-making activity |
| **Week 4** | Production, Costs, and Profit Maximization | Short-run and long-run costs; marginal cost; average cost; small business cost analysis |
| **Week 5** | Perfect Competition and Monopoly | Competitive markets; profit and loss; monopoly power; barriers to entry; **Midterm Exam** |
| **Week 6** | Monopolistic Competition and Oligopoly | Product differentiation; advertising; strategic behavior; fast food, retail, airline, and tourism examples |
| **Week 7** | Labor Markets, Wages, and Government Policy | Labor supply and demand; minimum wage; taxes; subsidies; price ceilings and price floors |
| **Week 8** | Market Failure, Externalities, Public Goods, International Trade | Environmental externalities; public goods in Hawai‘i; comparative advantage; trade; **Final Exam or Applied Project** |

# Suggested Assessment Schedule

| Assessment | Due |
|---|---|
| Weekly Quizzes | Weeks 1–8 |
| Homework / Practice Problems | Weekly |
| Reflection Paper 1 | Week 3 |
| Midterm Exam | Week 5 |
| Reflection Paper 2 | Week 7 |
| Final Exam or Applied Project | Week 8 |

This version keeps the full microeconomics structure but combines related chapters so the course fits an accelerated 8-week format.

# Grading Scale

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

# Major Assessments and Assessments

### Weekly Quizzes – 15%

Short quizzes will test understanding of key concepts such as scarcity, supply and demand, elasticity, consumer choice, costs, and market structures.

### Homework and Practice Problems – 15%

Students will complete graphing, calculation, and short-answer exercises. These assignments help students practice economic reasoning and prepare for exams.

### Microeconomics Reflection Papers – 20%

Students will write short reflections connecting class topics to real-life examples. Possible topics include grocery prices, housing, tourism, wages, local businesses, or environmental issues in Hawai‘i.

### Midterm Exam – 25%

The midterm exam will cover the first half of the course, including scarcity, opportunity cost, supply and demand, elasticity, consumer behavior, and production costs.

### Final Exam or Applied Project – 25%

The final assessment may be a cumulative exam or an applied project. For the project, students may analyze a real-world microeconomic issue such as food pricing, minimum wage, local business competition, housing, or tourism demand.

## Sample Final Project Topics

Students may choose one of the following topics:

1. Why are grocery prices high in Hawai‘i?
2. How does tourism affect local businesses?
3. Should Hawai‘i increase the minimum wage?
4. How do rent prices affect college students?
5. Why do some small businesses survive while others fail?
6. How does competition affect prices in the food industry?
7. What are the costs and benefits of government subsidies?
8. How do consumers respond to inflation?
9. How does online shopping affect local retail stores?
10. How do externalities affect Hawai‘i’s environment?

## Sample Final Project Rubric

| Criteria | Excellent | Good | Needs Improvement |
|---|---|---|---|
| Topic and Issue Explanation | Clearly explains a relevant macroeconomic issue | Explains issue with some detail | Issue is unclear or too general |
| Use of Economic Concepts | Accurately applies multiple macroeconomic concepts | Applies some concepts correctly | Limited or inaccurate use of concepts |

| Criteria | Excellent | Good | Needs Improvement |
|---|---|---|---|
| Data and Evidence | Uses strong data, examples, or credible sources | Uses some evidence | Little or no evidence |
| Analysis | Provides thoughtful economic reasoning | Provides basic analysis | Mostly descriptive, limited analysis |
| Organization and Writing | Clear, professional, well-organized | Mostly organized | Difficult to follow |
| Conclusion or Recommendation | Strong conclusion based on analysis | General conclusion | Weak or missing conclusion |

# Course Expectations

Students are expected to:

- Attend class regularly and arrive on time.
- Complete assigned readings before class.
- Participate respectfully in discussions.
- Submit assignments by the deadline.
- Ask questions when concepts are unclear.
- Use economic reasoning, not just personal opinion.
- Respect classmates' cultural, academic, and personal backgrounds.

# Attendance Policy

Regular attendance is important for success in this course through class discussion online. I will post an importance topic on weekly basis and students should post a reaction with 3 to 4 sentences. If you only post a couple of sentences it won't count toward your participation or attendance points.

# Late Work Policy

Late assignments may receive a grade penalty unless prior arrangements are made with the instructor. Students experiencing emergencies or serious challenges should contact the instructor as soon as possible.

# Academic Integrity

Students must submit their own work. Any outside sources, including websites, books, articles, or AI tools, must be properly acknowledged. Academic dishonesty, cheating, or plagiarism may result in a failing grade for the assignment and referral to the appropriate college office. A recent WCC syllabus states that student work must be the student's own and that the work of others should be clearly marked through quotes, summaries, and references.

# Use of AI Tools

Students may use AI tools for brainstorming, study support, outlining, or grammar improvement when allowed by the instructor. However, students may *not submit AI-generated work* as their own original work. When AI is used, students should disclose:

- The AI tool used
- The purpose of using it
- How the student changed or improved the output
- What parts of the final work are the student's own analysis

# Student Support Services

Windward Community College provides support services to help students succeed. WCC's Disability Student Services Office is committed to equal access for qualified students with disabilities. Students who may need accommodations are encouraged to contact the Disability Specialist Counselor; WCC syllabus language lists the contact as **808-235-7448**, wccdsso@hawaii.edu, and **Hale Kakoʻo 106**.

Student technology support may also be available through WCC. A recent WCC syllabus lists Student Tech Support at winhelp@hawaii.edu, **808-235-7437**, and **Hale Laʻakea 228**, Monday–Friday, 8:00 a.m.–4:00 p.m.

# Inclusive Learning Environment

This course supports a respectful and inclusive classroom. Students are encouraged to share ideas, ask questions, and connect economic concepts to their own communities and experiences. Because Windward Community College serves students from many cultural, academic, and life backgrounds, class discussions should be respectful, thoughtful, and open-minded.