

Economics 103: Principles of Microeconomics
Course Syllabus: Spring 2023 - Section A01 (CRN 21021)

Note that this document contains an overview of all **important information** regarding Econ 103. Further details will be posted throughout the term on Brightspace. **Please read this document carefully.**

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| Senior Lab Instructor: | Brooklynn Comish-Trimble (trimbleb@uvic.ca) |
| Sections/Lectures: | TW 8:30-9:20am DTB A120 |
| Brightspace page: | Log in at bright.uvic.ca |
| Textbook: | Open Access text available (free of charge) at: https://pressbooks.bccampus.ca/uvicecon103/ . |

Land Acknowledgement:

I acknowledge - with respect - the Lekwungen peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

COURSE OVERVIEW

This course covers the basic principles of microeconomic analysis. Microeconomics consists of theories of the decision making of economic agents (consumers and producers) and their interaction through markets. The objectives and constraints that direct the decision making of economic agents will be examined in some detail. The outcome of their interaction will depend on the nature of the market. Markets may be competitive or characterized by some form of imperfect competition or monopoly. Markets may also be subject to various types of market failure, and are affected by government interventions and regulations. The concept of economic efficiency provides a basis for the appraisal of market performance and of government intervention. A detailed list of topics covered, as well as timetables for the term can be found on the Brightspace page.

COURSE COMPONENTS

This course combines (asynchronous) *online* and *in-person* learning. All assessment components can be taken online, except for exams. **Students must attend the two midterm exams and the final exam IN PERSON in order to receive a grade for the course.** Each component of the course is described in detail below.

1. Prerecorded lectures. All lectures that I recorded for the 2020-21 academic year will be posted on Brightspace. Watching these lectures is required, in the sense that you will be unlikely to succeed in the course if you do not familiarize yourself with this material. Additionally, the material covered in these lectures will be assessed via regular Lecture Quizzes (to be completed online). More info on Lecture Quizzes is provided below, in the Assessment section of this syllabus.

All the prerecorded lectures for the term will be available by the end of the first week of classes. Note that, because the lectures were initially recorded during Fall term of 2020, there may be the occasional out-of-date reference to (past) current events. There is also the occasional typo in the slides used in the pre-recorded lectures: these typos will be corrected in the slide deck file I post for each pre-prerecorded lecture. I am currently working on updating/correcting some of these pre-recorded lectures. If I replace an older lecture with a newer lecture after term starts, I will post an announcement on the Brightspace page.

Further comments on the pre-recorded lectures. In the past students have had various complaints about the pre-recorded lectures (they are “old and out of date”, they contain errors, etc.). It might help to share my thinking about this. After we returned to in-person classes in the Fall term of 2021, many instructors who had taught asynchronously during the pandemic ditched all their Covid-era content, and returned to teaching as they did before the pandemic. Had I done this, we would meet three times a week for lectures, and I would simply deliver the material that is now contained in the pre-recorded lectures. This seemed wasteful to me. The advantage of the pre-recorded lectures is that you can rewatch lectures on material you might struggle with, as many times as you like. Why throw them out, when I could give you these as a resource, and then use our time in class to gain a better and deeper understanding of the material? Yes, I understand that it is frustrating that there are occasional errors in the pre-recorded lectures (which I am slowly but surely correcting, over time), but there would also inevitably be errors in this content if I delivered it to you in person (we all make errors!). I do, however, welcome your feedback on the pre-recorded lectures, and if you find any typos that have not been corrected in the slide decks, please do let me know!

2. In-person lectures. Live, in-person lectures will be held **twice a week, on Tuesdays and**

Wednesdays. There will be no lectures held during the scheduled slots on Fridays.¹ I would advise you to use the Friday time slot to watch some of the pre-recorded content for the following week's class.

I will record all in-person lectures (for each of the three sections) using Echo 360. Those recordings will automatically upload to the Brightspace page, shortly after each lecture ends.

During in-person lectures, I will assume that you have watched the relevant prerecorded lectures, have completed the relevant reading and tasks, and are generally up-to-date on the course material. (See the Term-at-a-Glance Calendar and the Detailed Term Calendar for details.) The idea here is that you will “engage with” the course content/material before we meet in person, and then our in-person lecture time will be used to strengthen your understanding of this material.

Ideally, the content of the in-person lectures will be determined entirely by student requests, feedback, etc. For instance, if you are having trouble understanding a particular concept, you could send me an email saying something like: “I didn’t understand the concepts covered in slide numbers X - Y of the pre-recorded lecture on Topic Z. Can you go over this concept in lecture this week?” Or: “I couldn’t figure out how to answer question X on the practice questions for Topic Y. Can you explain this in lecture?” Or: “I read about [something in the news] the other day. Can you explain how this relates to what we are learning in class?” Etc., etc.

In a perfect world, every in-person lecture would centre around student requests and questions. In my experience, however, there are often days/weeks where I receive no direction from students on how to proceed. This is fine: under these circumstances I will prepare material designed around two different formats. First, some of these lectures will be used for what is known as “just-in-time teaching”. Throughout the term, I will review data on student performance on quizzes and exams. From this I will identify any course materials, quiz questions, etc. that the class is struggling with, and will use lecture time to clear up confusion, and to provide strategies for approaching harder material. Second, some lectures will be used to elaborate on material covered in lectures, and discuss how particular topics and subtopics tie in to the course as a whole, or how course material related to current events.

3. In-Person Labs. There are 7 lab sections/time slots (your lab appears in your course schedule as the B numbered section of Econ 103). There will be **ten** labs held in-person throughout the term, led by Teaching Assistants (TAs). If you attend labs in person, **only attend the lab for which you are registered.** This is because of limited seating capacity in each room. The TAs will take attendance during labs and will remove students found attending the incorrect section.

¹ Note: I have approval from the Department of Economics to use this blended approach.

Each TA will also record and post their labs using Echo 360, so all students have access to the lab material if you are unable to attend in any given week. Each week there will be a short Lab Quiz (to be completed online). More info on Lab Quizzes is provided below, in the Assessment section of this syllabus.

Note on lab recordings: Your lab recording should appear on your **lab Brightspace page** within a couple of hours of the end of lab. On the odd occasion, however, there may be technical problems with individual lab recordings. For this reason, each week we post one successful lab recording on the main Brightspace page. So **if you can't see your lab recording in a particular week, watch the recording posted on the main Brightspace page.**

Even if you do not intend to attend labs in person, you must be registered in a lab so you can access lab materials online.

Please do not email your TA. If you wish to communicate with your TA, do so either: in person if you are physically attending labs; “in person” (on Zoom) during Help Centre sessions (see Course Materials and Resources below for info on the Help Centre); or via the Discussion Board on your lab Brightspace page (more info on Brightspace below).

Very important note: It can take a few days to get all lab registration issues sorted out. Some of you may not currently be able to register for a lab time that works with your schedule. If this is the case, keep checking back to see which labs have open seats. There is a lot of turnover in registration at the beginning of term, and most students will find a lab that works with their schedule fairly quickly. **If, however, you have not been able to register for a lab by the end of the first week of classes, contact Brooklynn Comish-Trimble (trimbleb@uvic.ca).**

In-person Labs begin the week of January 16.

Even more important note: Waitlisted students should not register for a lab until they have received a place in the course. If you are a waitlisted student who has already registered for a lab, you should drop the lab immediately.

COURSE MATERIALS AND RESOURCES

To succeed in Econ 103, you should engage fully with the material covered in prerecorded lectures, in-person lectures, and labs. In addition, you should make full use of the following materials and resources.

1. Textbook. A free textbook, written by myself and a group of TAs a few years ago, is

available at: <https://pressbooks.bccampus.ca/uvicecon103/>. There are a couple of errors in the questions at the end of each section/chapter. A list of corrections is posted on Brightspace. Please contact me ASAP if you discover any further errors/typos in the textbook!

2. Brightspace Pages. Each of you will have TWO pages associated with Econ 103, once you log on to Brightspace.

The main page - named “Spring 2023 ECON 103 A01” - is where you will find everything you need for the term, except for things specific to your lab.

Lab materials will be posted on your lab Brightspace page, which will be named “Spring 2023 ECON 103 B0X”, where X will depend on which of the seven labs you are registered in. Your lab Brightspace page is where you will find Echo 360 lab recordings, as well as a Discussion Board (DB) on which you can post questions for your TA to go over in lab.

The main Brightspace page will be live before the beginning of term. Your lab Brightspace pages will not be live until towards the end of the first full week of classes.

3. Practice Questions. For all topics/subtopics, there will be Practice Questions. The purpose of these is to reinforce the material and to test your understanding. Some Practice Questions are designed to be easy and straightforward. Others are much more difficult and are intended to encourage you to think beyond what might be covered on exams. The Practice Questions are ungraded, and you can complete them as many times as you like, at any point in the term. I strongly encourage you to revisit the Practice Questions as part of your review for exams. Doing and redoing the Practice Questions is one of the best way to do well on exams.

4. TA Help Centre (HC). Each week there will be regular HC hours, run by the TAs (beginning during the second week of term). In the lead up to exams, extra HC hours will be scheduled. The TAs are an excellent resource to assist your success in the course. I urge you all to attend HC hours as soon as you encounter any difficulty with the course material. Each term, many students find it useful to just sit on some HC sessions to listen to other students’ questions, even if they don’t have specific questions of their own. All HC sessions will be held via Zoom.

The HC Schedule will be posted in the Content section of the main Brightspace page. To find the Zoom meeting for the HC sessions go to Course Tools → Zoom (Emma’s office hours Zoom meetings will also be posted there).

We should have the HC schedule figured out by the end of the first week of classes. The HC will open in the second week of classes.

5. Instructor Office Hours. In addition to the HC session, I will hold regular office hours each week, as well as extra office hours in the lead up to exams. If you wish to speak to me privately about anything, email me to schedule an individual meeting. All my office hours and meetings will be held via Zoom.

*****Important Zoom note:** when joining a Zoom session, you should do so using your UVic SSO. Instructions are here: <https://onlineacademiccommunity.uvic.ca/TeachAnywhere/2020/09/09/how-to-join-a-zoom-session/>. If you find yourself in the waiting room for any Zoom session, it means you did not use your SSO. Leave the Zoom session, log into your SSO account at uvic.zoom.us, and then rejoin the Zoom session.

6. Course Calendars. In the Overview Section under the Content tab of the main Brightspace page, I have posted two calendars. The first is the **Term-at-a-Glance Calendar**, which provides a weekly summary of how the course will proceed. The second is the **Detailed Term Calendar**, which provides you with all important dates for the term, including due dates for Lecture Quizzes, dues dates for Lab Quizzes, midterm dates, etc. **I cannot emphasize enough how important it is that you familiarize yourself with the content of these calendars, and keep them on hand throughout the term.** I have printed copies of each taped to the wall above all my workspaces, so I am certain what is happening when. There are a lot of moving parts in Econ 103 - don't lose track of them! Every term, I receive many emails from students who report that they forgot that a quiz was due, or forgot when the midterm was. Mistakes such as these are costly: do not make them!

7. Discussion Board. There will be a **very lightly moderated** Discussion Board (DB) on the main Brightspace page. **The purpose of the DB is for you to ask questions of, and connect to, other students in the class.** I strongly encourage you to do this, for at least two reasons. First, large first year classes can feel alienating, especially for students who do not happen to know anyone else taking the class, and use of the DB can help ameliorate this. Second, studies have shown that "peer learning" (where you help teach each other with the material) is an extremely effective way to study. One excellent way in which students have used the DB in past terms has been to form study groups. This nicely addresses both the alienation and the peer learning aspects/purposes of the DB.

Do not use the DB to ask questions of me or the TAs. That is what labs, lectures, HC sessions, and office hours are for.

ASSESSMENT

I offer a number of different Assessment Options for Econ 103. You do not need to choose your Assessment Option in advance. **I select the option that gives you the best grade**, at the end of the term. Each of these options is outlined below.

Assessment Options

| OPTION 1 | | OPTION 2 | | OPTION 3 | | OPTION 4 | |
|-----------------|-----------|-----------------|-----------|-----------------|-----------|-----------------|-----------|
| Component | Weighting | Component | Weighting | Component | Weighting | Component | Weighting |
| Midterm 1 | 15% | Midterm 1 | 15% | Midterm 1 | 15% | Midterm 1 | 20% |
| Midterm 2 | 15% | Midterm 2 | 15% | Midterm 2 | 15% | Midterm 2 | 20% |
| Final Exam | 45% | Final Exam | 60% | Final Exam | 55% | Final Exam | 60% |
| Lecture Quizzes | 15% | Lecture Quizzes | 0% | Lecture Quizzes | 15% | Lecture Quizzes | 0% |
| Lab Quizzes | 10% | Lab Quizzes | 10% | Lab Quizzes | 0% | Lab Quizzes | 0% |
| TOTAL | 100% | TOTAL | 100% | TOTAL | 100% | TOTAL | 100% |

All of you should aim to be assessed under Option 1. The best way to maximize your grade in the course is to “attend” all lectures and labs on the schedule suggested, and to complete all Lecture and Lab Quizzes by the due date. Keeping up to date with the course material is key. You cannot cram for exams at the last minute in this course and expect a good grade.

However, I recognize that each student is different, and might find different components of the course more or less valuable. The other options allow you to drop either the Lecture Quizzes (Option 2), the Lab Quizzes (Option 3), or both (Option 4). **Be aware, however that you are extremely unlikely to receive a good grade under Option 4.**

The reason why Option 1 is the best option for the vast majority of students is that Lecture and Lab Quizzes are open book, and can be completed collaboratively. In contrast, exams are closed book and (of course!) must be completed independently. This means that average marks on Lecture and Lab Quizzes are typically a lot higher than on exams.

Important note: No matter which Option you are assessed under, in order to pass the course, you must - on average - pass the midterms and the final. That is, even if you get very high marks for Lab and Lecture Quizzes, you can still fail the course if your exam marks are sufficiently low.

To be clear, to pass the course your exams grades must satisfy the following:

$$[\text{Percent on Midterm 1} \times 0.15] + [\text{Percent on Midterm 2} \times 0.15] \\ + [\text{Percent on Final Exam} \times 0.45] \geq 37.5.$$

Why 37.5? Because - under Option 1 - 75% of your grade is determined by midterms and the final exam, and 50% (the minimum passing mark) of 75 is 37.5.

Further information on each assessment component is provided below.

1. Midterm Exams. **Midterms are held in the evening, outside class time.** I have been holding evening midterms for 103 for a number of years, and for a number of reasons. First, it allows you a full hour to complete the midterm, as compared to the fewer than 50 minutes you would have, were you to write midterms during the class period. Second (and related to the first), in my experience, students find evening exams much less stressful, since you aren't rushing to the exam from another class, nor to another class from the exam. Third, it allows me to book larger rooms for the exams, which allows students to spread out more, relative to being in the regular classroom. In the befores, this last point was important for reasons related to student stress and academic integrity. In these times, it has the added bonus of allowing for social distancing.

The downside to holding evening exams is that inevitably some students have time conflicts, in particular conflicts with other classes, part-time jobs, etc. **Please do not skip another class to attend a midterm exam.** (And don't tell another instructor that I am making you skip their class for our midterm!) **For each midterm exam, alternative seating times will be arranged for those with time conflicts.** Much more information will be provided on Brightspace about what to do in the case of time conflicts for midterms.

One final note on eligibility to take a midterm during the alternative seating time: **I am open to you making the case that you have an important prior commitment that makes it difficult for you to attend on the scheduled days.** I do understand that you each have a life outside school, and that there may be important things in your life that happen to conflict with midterm exams, particularly given that midterms are not held in-class. Please be reasonable, however, when making a case for alternative seating time eligibility. **Important life events likely qualify; casual social engagements won't.**

The scheduled midterm dates and times are as follows:

- **Midterm 1: Friday February 3, 6-7pm, rooms TBA**
- **Midterm 2: Friday March 10, 6-7pm, rooms TBA**

Students who miss a midterm exam due to illness can either take the exam during the alternative seating time or place the weight from the midterm on the final.

All midterms must be taken in person; **no exams are offered online**. Many of you will **not** be taking your midterm exams in the room where lectures are held. You must turn up to your assigned room.

Midterm exams are not cumulative. Students are permitted to bring one letter-sized “cheat sheet” into the midterm exams. (Letter-sized paper is just regular printer paper, with dimensions 8.5” × 11”.) This can be handwritten or printed. Double-sided is ok.

2. Final Exam. **The final exam is three hours long and cumulative**. Students are permitted to bring one letter-sized “cheat sheet” into the final exam. These can be handwritten or printed. Double-sided is ok. Final exams are scheduled by the University, and I have zero control over the date of our final. The Draft Final Exam Schedule is usually released in October. **Do not make end-of-term travel plans until you know when all your final exams are taking place.**

Deferred final exams will be given only on the basis of documented illness or family affliction, and for no other reasons. The documentation must provide specific detail to be acceptable. Please review UVic’s Final Exams policies at <https://www.uvic.ca/registrar/students/policies/exam-grade/index.php>.

You cannot receive a mark for Econ 103 unless you have taken the Final Exam.

IMPORTANT NOTE ABOUT MISSING EXAMS DUE TO ILLNESS:

If you miss a midterm due to illness, I am able to make arrangements for you to take the exam fairly quickly after the scheduled time, or I can allow you to put the weight from the midterm onto the final exam.

Things are very different for missed final exams. If you miss the Final Exam due to illness, you must go through official channels and apply for permission to take a Deferred Final Exam. Deferred Final Exams are NOT given at a time of my choosing. For Spring Term, Deferred Final Exams are typically held in July.

3. Lecture Quizzes. The purpose of Lecture Quizzes is to provide you with a regular, frequent, and **low stakes** assessment option to encourage you to stay up to date with the course material. Some quiz questions are simple, and designed to check that you have at least looked over the material being tested. Other quiz questions are much more difficult and are designed to push you to think harder about the course material. Many quiz questions have been used as exam questions in previous terms.

For some topics there will be as few as two quizzes, while others will have up to four quizzes. Quizzes also vary in terms of length: some quizzes have just a couple of questions; others have more questions. The length of each quiz and number of quizzes is determined by the nature of the material in each topic and subtopic. **There are a total of 25 Lecture Quizzes across the term, and typically there are around 250 quiz questions in total.**

Your quiz grade is determined by the number of quiz *questions* that you answer correctly, over the term (this means that not all quizzes are weighted the same in calculating your Lecture Quiz mark). Specifically, suppose Y = the total number of quiz *questions* assigned throughout the term and X = the number of *questions* you answer correctly. Then your *raw* quiz mark for the term = $X/Y \times 15$. Each term, Y equals *around 250*.

The rules for quizzes are as follows:

(i) Due dates: Due dates are non-negotiable, except in the case of extreme, dire, and prolonged emergencies. I make adjustments to *raw* quiz scores at the end of the term, to effectively allow each student to miss around 5% of the total quiz questions, to deal with the messy reality of inevitable small disruptions such as seasonal colds, power outages, internet issues, etc. Because I adjust your raw quiz score for such things, **I will not offer extensions for any quiz, except in the case of extreme, dire, and prolonged emergencies.**

The full schedule of quiz due dates for the term is listed in the Detailed Term Calendar, as well as in the Course Schedule under the Content tab on the Brightspace page.

(ii) Number of attempts: Unless there are errors or technical problems with any quiz, **you are only permitted one attempt for each quiz. Do not hit the submit button for any quiz until you are ready!**

(iii) Other quiz policies: Quizzes are open-book and untimed. You will see your quiz score as soon as you submit a quiz, but answers and explanations will not be available until after the quiz due date.

In addition to the quizzes on the substantive material in Econ 103, there will be a quiz on the content of this syllabus. This quiz also counts towards your course grade, and is due on January 13.

4. Lab Quizzes. Lab Quizzes are designed to test your degree of engagement in the material covered in each week's lab. Most students should receive very high marks on Lab Quizzes, as long as you "attend" the lab, either in-person or by viewing the Echo 360 lab recording. Each Lab Quiz is due at midnight (Pacific Time) on the Sunday following that week's lab.

There are no lab quizzes due on the two Sundays immediately following the midterm exams. This means that - although there are ten labs - there are only 8 lab quizzes. The full schedule of lab quiz due dates for the term is listed in the Detailed Term Calendar.

STUDY ADVICE

I am often asked for advice on the "best" way to study the course material in order to receive a good grade. Below I outline a recommended approach, and offer some general tips/advice. Keep in mind that different students have different learning styles, and my suggested approaches may not turn out to be the best for you.

Advice on how to progress through the course material:

- At the beginning of each topic, skim the entire reading for that topic. (Usually - with a couple of exceptions - there will be one text book chapter per topic.) Don't get bogged down in details at this stage. *If you don't understand something, move on.*
- Next, watch the first prerecorded lecture for that topic (often - but not always - there will be one lecture per subtopic). *Make notes as you watch*, in particular at any stage where you might be confused or lost.
- Next, go back to the textbook and find the reading corresponding to any material you found confusing. See if further reading helps. If it doesn't, simply make a note of this, and move on.
- Next, attempt the Practice Questions that are relevant to the lecture you have watched. You can access the answers (and any feedback) at any time by submitting the quiz (you get as many attempts as you like for Practice Questions, since they aren't graded), but *my advice is not to look at those answers too quickly*. Answers are often obvious once you look at them, and having access to answers can lull you into believing you understand the material when you don't. In fact, I recommend you don't look at any of the answers, unless you have some belief that your answer is in fact correct. So what should you do if you've done the reading and watched the lecture, but have no clue how to answer the Practice Questions...?
- Then you attend (via Zoom) either a TA HC session or my office hours. Immediately! As soon as you can! *I guarantee you that this will help*. Bear in mind that while HC and office hours tend to be crowded in the run-up to exams, traffic at other times can be very light. Early in the term, these sessions can, at times, provide an opportunity for one-on-one help.
- Next, go back to the Practice Questions. You will be better able to answer these questions after getting help, and likely will be able to successfully complete all of them.
- Only after doing the above, and only after you have understood all the material in the

Practice Questions, should you start to work on the relevant Lecture Quiz. (Note that some quizzes will cover material on just one subtopic, while other will cover material on more than one subtopic. The description for each quiz will tell you the exact material covered).

- Then, repeat the steps above for the next lecture, and so on.

Advice, tips, and further thoughts:

- Don't look at the answers to Practice Questions if you don't understand the material. Instead, immediately seek help from me or the TAs.
- Don't spend too much time on the textbook. The textbook is designed to help you understand the lecture material. That's it. If its not helping, put it away and ask for help. Endlessly reading and rereading the textbook is not a good use of time.
- I do not provide exact page numbers for readings for the subtopics. You should each be able to locate for yourselves the relevant sections in each chapter.
- Solve problems/answering questions is the best way to study. Do the Practice Questions (without looking at the answers) again and again. Even after you've submitted Lecture and Lab Quizzes, do those questions (without looking at the answers) again and again. Economics is not math, but in some ways studying Econ is a little like studying math. Solving problems/answering questions is the **only** way you properly learn the material and practice for exams.
- **Ask for help early and often**. I guarantee that if you are struggling with something in the course, many other students will be too. Don't be embarrassed or afraid to ask for help. There is no such thing as a stupid question.
- Don't leave your exam study to the last minute. You can't cram at the last minute and expect to succeed in this course.
- Don't fall behind. The quiz deadlines are designed to keep you moving through the course material at the appropriate pace. So commit to doing those quizzes. While midterm exams aren't cumulative, the course material is. As an example, if you don't understand Topic 3 (which is tested on the first midterm), you won't understand Topics 4 and 5 (which are tested on the second midterm).
- If you can, study with others. In previous terms, students have used the Discussion Board to reach out to classmates to form study groups. This is a fantastic idea. Studies show that peer learning (where you guys help each other learn) is extremely effective, and in some contexts can be more effective than instructor-led learning.
- Some instructors advise that university students should spend about 3 hours studying outside the classroom, per hour spent in the classroom, with extra time spent studying around exams. This isn't a bad rule of thumb, but I would recommend that you do 3 hours studying per week, per hour of prerecorded lecture time.
- Not all topics are equally difficult, so optimal study time will likely vary considerable across topics.

OTHER POLICIES, PROCEDURES, AND NOTEWORTHY ITEMS

Waitlist: I have no control over which students from the waitlist will be offered a place in the class. **If you are on the waitlist you should complete all assessment by the posted due dates.** I will not give retrospective extensions for past quizzes if you are offered a place in the class, so make sure to keep up to date.

Students on the waitlist should not register for a lab until after they are offered a place in the class. I guarantee that we will find you a place in a lab that works with your schedule, once you have a place in the class.

Covid-19 Related Issues: I have attempted to design Econ 103 this term so as to address in advance any concerns students might have associated with Covid-19 exposure.

Specifically, all Lectures and Labs will be recorded and posted, and Lecture and Lab Quizzes are completed online.

Midterm exams and the Final Exam must be completed in person (there are no exceptions to this). I have booked sufficient rooms for the midterms to allow for social distancing. If, however, you have Covid-related concerns that you do not think I have adequately addressed, do not hesitate to raise those with me.

Large Class Sizes and Policy on Use of Email: Econ 103 is a large class. In some weeks (especially around midterms), I receive many (many!) emails from students. As a result, I may not be able to respond to your emails immediately. While I work very hard to be responsive to student needs, I also reserve the right to take weekends off, and so responses to emails sent over the weekend may take a little longer than usual. Please do not send me angry emails asking why I haven't replied to your earlier email! **If however, you haven't heard back from me within three business days, feel free to send me a friendly and gentle reminder.** Remember - we all need to be patient and kind.

Finally, I do not respond to emails asking me questions that have already been answered in the Syllabus or on Brightspace.

What to Call Me: I am happy to be addressed by my first name (Emma). If you do not feel comfortable using my first name, you can call me Dr. Hutchinson. **None of Miss, Ms., or Ma'am are appropriate alternatives.** Any comments/emails/questions addressed to Mrs. Hutchinson will be forwarded to my mother (😊). Bear in mind that different instructors have different preferences about how they wish to be addressed by students. Unless told it is OK to use first names, you should address your instructor as "Dr. [Last name]" or "Professor [Last name]". For a useful flow chart on this issue, see tinyurl.com/4m57x5ms.

Privacy and Class Recordings: All lectures and labs will be recorded using Echo 360. Such recordings will not contain images of any student. If, however, you ask a question during class, your voice might be audible on the recordings.

University Policy on Academic Integrity: The standards and the reputation of a University are the shared responsibility of its faculty and student body. Please read the UVic's Policy on Academic Integrity at: https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/Sk_0xsM_V.

Student Code of Conduct: Students are expected to adhere to the Code of Conduct. See <https://www.uvic.ca/services/advising/advice-support/academic-units/student-code-of-conduct/index.php> for more details.

University Policy on Human Rights, Equity and Fairness: The University is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members. See [General University Policies](#).

Sexualized Violence Prevention & Response: UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. Students are encouraged to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR) at svpcoordinator@uvic.ca.

Accessibility, Health & Wellness Resources: The following resources are available to all UVic students.

- **Centre for Accessible Learning** - <https://www.uvic.ca/services/cal/>. Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, you are free to approach me; however, you must register with the Centre for Accessible Learning (CAL) for formal arrangements to be made. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.
- **Student Wellness Centre** - <https://www.uvic.ca/student-wellness/index.php>. The Wellness Centre offers counselling support, nurse appointments, physician appointments, and spiritual care supports.
- **Multifaith Centre** - <https://test.uvic.ca/student-wellness/our-services/spiritual-health/index.php>.
- **Elders' Voices** - <https://www.uvic.ca/services/indigenous/>. The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

University Policy on Examinations and Travel Arrangements: Students should **not** make travel plans until after the examination timetable has been finalized. Students who wish to finalize their travel plans at an earlier date should book flights after the end of the examination period (see the University Calendar). There will be no special accommodation if travel plans conflict with the examination.

University Policy on Repeating a Course: According to the University of Victoria Calendar: "A student may not attempt a course a third time without the prior approval of the Dean of the Faculty and the Chair of the Department in which the course is offered unless the calendar course entry states that the course may be repeated for additional credit. A student who has not received this approval may be deregistered from the course at any point and may be asked to withdraw from his or her declared or intended program." Students who wish to attempt a course for the third time must seek permission to do so from the Department of Economics. Failing to do this will result in de-registration from the course. To obtain permission, students must completely fill out a Request to Repeat Course Form and submit it to the Economics Department main office (BEC360) as soon as possible. The form can also be submitted electronically by emailing it to econdept@uvic.ca. The outcome of a request will be emailed within 5 business days. If you have questions about this process, please contact the Economics Undergraduate Advisor at ecadvice@uvic.ca.