

FALL 2026

Meeting Days: Monday & Wednesday	Instructor Name: Christopher Paik, Ph.D. Teaching Assistant: To be announced (TBA)
Meeting Times: 08:30 - 09:35 am (Section 1) 12:15 - 01:20 pm (Section 2)	E-mail: cpaik@pointloma.edu
Meeting Location: FSB 104 (Section 1) FSB 101 (Section 2)	Office Location: FSB Room 133
Final Exam Dates: 12/16/2026 (Section 1) 12/14/2026 (Section 2)	Office Hours: 09:50 – 11:50 am (Monday & Wednesday)

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

General Education Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

This course provides fundamental principles governing production, distribution, and exchange of wealth with emphasis on current economic problems for business majors. Topics include consumer choice theory, decision-making of firms based on costs and revenues, income determination and distribution, market structures, market failures, the economic role of government, and globalization.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Know the fundamental economic theory of consumer and producer behavior (PLO 1, C1, E1, E2 & E3).

2. Recognize and analyze market structures and consider their implications for efficient resource allocation (PLO 1, 2, C1, E1, E2 & E3).
3. Explain and apply fundamental tools of economic thinking to everyday situations (PLO 2).
4. Exhibit an understanding of market failures in a capitalist economic system and construct potential solutions (PLO 1, 2, C1, E2 & E3).
5. Use economic thinking, Christian values and ethical perspectives to evaluate important social problems (PLO 4 & E3).
6. Discuss the relationship between faith and economic concepts through written work (PLO 3).

GENERAL EDUCATION LEARNING OUTCOMES

1. Link to GE courses and assessment plan: <https://assessment.pointloma.edu/academic-assessment/general-education/assessment-plan/>
2. Link to GELO's: <https://pointloma-public.courseleaf.com/tug-catalog/general-education/>
3. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.
4. *How do we construct positive questions and utilize them in our lives?*

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. The time estimations are provided in the Canvas modules. Specific details on how the class meets the credit hour requirement can be provided upon request.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Chiang, Eric, *Microeconomics: Principles for a Changing World*, Fifth Edition, 2019, Worth Publishers (ISBN: 9781319218393)

- The ISBN information given above is for the (rental) e-book version. I am assigning this version because of affordability. You are welcome to choose another version of this textbook such as the hard copy, the paperback bound, and the LooseLeaf version.

The Wall Street Journal

- Students are required to access certain articles for case studies. The purchase of a digital pack subscription is available.

Lomabooks Instructions for Students:

This course is part of our course material delivery program, LomaBooks. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about LomaBooks, please go: [HERE](#)

ASSESSMENT AND GRADING

The available point distribution is as follows:

Graded Event	Points	Notes
EXAM I	150	1 @ 150 points
EXAM II	150	1 @ 150 points
Comprehensive Final EXAM	200	1 @ 200 points
Pre- and Mid-Course Survey Question	60	2 @ 30 points each
Quiz	140	7 @ 20 points each
Homework (Individual)	70	7 @ 10 points each
In-Class Activity (Group)	90	3 @ 30 points each
Discussion Board	140	7 @ 10 points for each initial answer & 14 @ 5 points for each response
Total Approximate Points Available	1,000 + α	The α points are explained below

Exams: Midterm (exams I and II) questions may include multiple-choice, or problems based on text material, quizzes, homework assignments, and lecture slides. There will be extra bonus points, α , that students can earn after midterms by correcting incorrect answers and submitting them on Canvas. If done properly, the student will be given half of what the question is worth. This will help you review mistakes to avoid making the same mistakes on the final exam. The final exam will be comprehensive. Each midterm exam is worth 150 points and the final exam is worth 200 points.

Survey Question: During the light week (Week 1), survey questions will be available for students to answer to better understand their interests and their purpose of learning Microeconomics. Also, after the first midterm exam, mid-course survey questions will be available for students to answer to better understand their experiences on the course. Further details and project instructions will be provided on Canvas. Students can earn a total of 60 points by participating in two sections of survey questions.

Quiz: Quizzes should be taken on class days. No makeup quizzes will be given, and late submissions will not be accepted. Quiz scores are worth 20 points per assigned chapter for a total of 140 points.

Homework: Homework assignments consist of questions that will reinforce the most important chapter points. Submit only your own original work for homework. There is group homework consisting of six to

seven students assigned by the instructor. Homework completed by students is worth 10 points per assigned chapter and group homework is worth 20 points per assigned chapter. Late homework is not accepted. Submitting homework after the due date will result in a grade of 50% for that assignment.

Discussion Board Posts: Online discussions will assess an understanding of the chapter material. You are required to provide an initial post and two peer responses to the provided prompt. Late discussion board posts will only be eligible for 50% credit. Discussion board posts are worth 10 points each: 10 points for the initial post and 5 points for each of the two required peer responses. Further instruction for online discussions will be provided on each discussion page on Canvas.

GRADING

Students will be evaluated based on the following scale:

Percent	Grade	Percent	Grade	Percent	Grade
93.0-100	A	80.0-82.9	B-	67.0-69.9	D+
90.0-92.9	A-	77.0-79.9	C+	63.0-66.9	D
87.0-89.9	B+	73.0-76.9	C	60.0-62.9	D-
83-86.9	B	70.0-72.9	C-	0.0-59.9	F

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by prior to class starts on the day that they are due. Any late assignments, quizzes, and exams will only be eligible for 50% credit.

PLNU ARTIFICIAL INTELLIGENCE (AI) POLICY

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use this [Produce resource](#) to guide your citations when using AI.

GENERAL COURSE CONCERNS

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In this course, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In this course, we will cover a variety of topics, some of which you may find triggering. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

PLNU ACADEMIC BEHAVIOR POLICY

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

LOMA WRITING CENTER

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more.

Walk-ins are welcome, but we recommend making an appointment in advance. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- [Email](#)

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the [Title IX Office](#).

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact [Counseling Services](#) or [consult the list of campus pastors](#).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU RECORDING NOTIFICATION

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog.

See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may

request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center, [by email](#) or phone at 619-849-2533. Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

COURSE MODALITY DEFINITIONS

- 1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
- 2. Online:** Coursework is completed 100% online and asynchronously.
- 3. Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
- 4. Hybrid:** Courses that meet face-to-face with required online components.

PLNU ATTENDANCE AND PARTICIPATION POLICY

PLNU ATTENDANCE AND PARTICIPATION POLICY ☼

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive an "F" grade.

PLNU Course Modality Definitions*

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - a. Synchronous Courses: At least one class meeting takes place at a designated time.
 - b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

USE OF TECHNOLOGY

In order to be successful in your course, you'll need to meet the minimum technology and system requirements; please refer to the Technology and System Requirements information. Additionally, students are required to have headphone speakers, a microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments or completing your classwork.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

COURSE SCHEDULE AND ASSIGNMENTS

See Canvas Weekly Modules for details on the course schedule and assignments.

WEEK	TOPICS	CLASS CONTENT OR ASSIGNMENT
1	Course Introduction & Economics	Review Syllabus & Course Information Introduce Yourself to Your Class Pre-Course Survey Questions 1-1 and 1-2 Chapter 1 Textbook Reading
2	Ch 1. Introduction to Microeconomics	Discussion Board 1 Post Discussion Board 1 Peer Responses Supplement Video
3	Ch 3. Supply and Demand	Chapter 3 Textbook Reading Discussion Board 3 Post Chapter 3 Homework Chapter 3 Quiz Discussion Board 3 Peer Responses
4	Ch 4. Markets and Government	Chapter 4 Textbook Reading Chapter 4 In-Class Activity Chapter 4 Quiz
5	Spring Break	
6	Ch 5. Elasticity	Chapter 5 Textbook Reading Chapter 5 Group In-Class Activity
7	Ch 6. Consumer Choice and Demand	Chapter 6 Textbook Reading Chapter 6 Homework Chapter 6 Quiz Discussion Board 6 Post

		Discussion Board 6 Peer Responses
8	Exam I	Exam I Review Exam I: Chapters 1, 3-6 Exam I Revision Homework (optional)
9	Ch 7. Production and Costs	Chapter 7 Textbook Reading Chapter 7 Group In-Class Activity
10	Ch 8. Market Structure	Chapter 8 Textbook Reading Chapter 8 Homework Chapter 8 Quiz Discussion Board 8 Post Discussion Board 8 Peer Responses Chapter 8 Case Study Reading
11	Ch 9. Monopoly	Chapter 9 Textbook Reading Chapter 9 Homework Chapter 9 Quiz Discussion Board 9 Post Discussion Board 9 Peer Responses
12	Exam II	Exam II: Chapters 7-9
13	Exam II Review	Exam II Revision Homework (optional)
14	Ch 10. Monopolistic Competition, Oligopoly, and	Chapter 10 Textbook Reading Chapter 10 Homework Chapter 10 Quiz Discussion Board 10 Post

	Game Theory	Discussion Board 10 Peer Responses Chapter 10 Case Study Homework Case Study Reading (The Prisoner's Dilemma)
15	Ch 13. Externalities and Public Goods	Chapter 13 Textbook Reading Chapter 13 Homework Chapter 13 Quiz Discussion Board 13 Post Discussion Board 13 Peer Responses Chapter 13 Case Study Reading Final Exam Review
16	Final Exam	Exam III: Chapters 1, 3-10, 13, and Case Studies