

Tamkang University Academic Year 114, 1st Semester Course Syllabus

Course Title	ECONOMICS	Instructor	LIAO HUEI-CHU
Course Class	TLCAB1A DEPARTMENT OF BUSINESS ADMINISTRATION (ENGLISH-TAUGHT PROGRAM), 1A	Details	◆ General Course ◆ Required ◆ 1st Semester ◆ 2 Credits
Relevance to SDGs	SDG4 Quality education		
D e p a r t m e n t a l A i m o f E d u c a t i o n			
I . Acquisition of professional knowledge. II . Learning effective self-planning. III . Theoretical application of practical matters. IV . Interpersonal communication and teamwork. V . Analysis of problems and recommendations. VI . Awareness of Ethics as a global citizen.			
Subject Departmental core competences			
A. Students can demonstrate that they have program basic knowledge of business and management.(ratio:40.00) B. Students can demonstrate that they have capability in professional knowledge expression. (ratio:40.00) C. Students can demonstrate that they have capability in using information technology. (ratio:10.00) D. Students can demonstrate that they are critical thinkers.(ratio:10.00)			
Subject Schoolwide essential virtues			
1. A global perspective. (ratio:25.00) 2. Information literacy. (ratio:5.00) 3. A vision for the future. (ratio:25.00) 4. Moral integrity. (ratio:5.00) 5. Independent thinking. (ratio:25.00) 6. A cheerful attitude and healthy lifestyle. (ratio:5.00)			

7. A spirit of teamwork and dedication. (ratio:5.00)

8. A sense of aesthetic appreciation. (ratio:5.00)

**Course
Introduction**

Economics is the study of how people make choices under scarcity and the results of these choices for society. In every chapter, we will always focus on 4 points:

- 1.Explain why having more of any good thing almost always requires making do with less of something else
- 2.Explain and apply the Cost-Benefit Principle
- 3.Discuss three important pitfalls that occur when applying the Cost-Benefit Principle inconsistently
- 4.Explain why if you want to predict people' s behavior, a good place to start is by examining their incentives.

The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.

II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.

III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

No.	Teaching Objectives	objective methods
1	Use less to earn more	Cognitive

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABCD	12345678	Lecture	Testing

Course Schedule

Week	Date	Course Contents	Note
1	114/09/15 ~ 114/09/21	Introduction	
2	114/09/22 ~ 114/09/28	Chapter 1: Thinking Like an Economist	
3	114/09/29 ~ 114/10/05	Chapter 2: Supply and Demand	
4	114/10/06 ~ 114/10/12	Chapter 2: Supply and Demand	
5	114/10/13 ~ 114/10/19	Chapter 4: Demand and Elasticity	

6	114/10/20 ~ 114/10/26	Chapter 4: Demand and Elasticity	
7	114/10/27 ~ 114/11/02	Chapter 5: Perfectly Competition Supply	
8	114/11/03 ~ 114/11/09	Chapter 5: Perfectly Competition Supply	
9	114/11/10 ~ 114/11/16	Midterm Exam	
10	114/11/17 ~ 114/11/23	Chapter 6: Efficiency, Exchange, and the Invisible Hand in Action	
11	114/11/24 ~ 114/11/30	Chapter 6: Efficiency, Exchange, and the Invisible Hand in Action	
12	114/12/01 ~ 114/12/07	Chapter 7: Monopoly, Oligopoly and Monopolistic Competition	
13	114/12/08 ~ 114/12/14	Chapter 7: Monopoly, Oligopoly and Monopolistic Competition	
14	114/12/15 ~ 114/12/21	Chapter 8: Games and Strategic Behavior	
15	114/12/22 ~ 114/12/28	Chapter 9: Externality and Property Right	
16	114/12/29 ~ 115/01/04	Final Week of Diverse Assessments	
17	115/01/05 ~ 115/01/11	Final Week of Diverse Assessments/Flexible Teaching Week for Teachers	
18	115/01/12 ~ 115/01/18	Flexible Teaching Week for Teachers	
Key capabilities		self-directed learning	
Interdisciplinary		STEAM course (S:Science, T:Technology, E:Engineering, M:Math, A field:Integration of Art and Humanist)	
Distinctive teaching		USR curriculum	
Course Content		Sustainability issue	

Requirement	Attendance is very important to this class.
Textbooks and Teaching Materials	Using teaching materials from other writers:Textbooks, Presentations, ppt
References	R.Frank,B. Bernanke, K. Antonovics and O. HEFFETZ, Principles of Economics: An Streamlined Approach
Grading Policy	<p>◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 40.0 %</p> <p>◆ Final Exam : 40.0 %</p> <p>◆ Other < > : %</p>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at https://web2.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php.</p> <p>※"Adhere to the concept of intellectual property rights" and "Do not illegally photocopy, download, or distribute." Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>