ECON 333 - Natural Resource Economics Syllabus
Boise State University
Department of Economics
Fall 2017

Instructor Information
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PART I. Course Information & Requirements

Course Description
ECON 333 Natural Resource Economics (3-0-3)(F). The theoretical and policy issues associated with the use of natural resources are addressed, including property rights issues that arise when considering collective goods, externalities, and common property resources. Tools used in the design and evaluation of resource policy, such as benefit/cost analysis are covered. PREREQ: ECON 202

Prerequisites
Economics 202 (Principles of Microeconomics) is required. Math skills (basic algebra) are strongly recommended, as is familiarity with Microsoft Excel and Powerpoint.

Course Objectives
By the end of the course, ECON 333 students will be able to apply the theoretical and empirical tools that they have acquired throughout the semester to issues in environmental and natural resource economics, including Energy, Recyclable Resources, Water, Land, Agriculture, Forests, Fisheries, Air Pollution, Climate Change, Population Growth and Sustainable Development. ECON 333 students will demonstrate their comprehension of these tools through their answers to exam and quiz problems.

Course Materials
The course materials consist of a textbook, online powerpoint slides, online microsoft word and excel homework problems, online quizzes, exams, online chatrooms and discussion boards, and other resources.

Course Texts

Online and Other Resources
The Blackboard site will provide links to other required readings as well as resources for the class. Students are expected to have access to the textbook, as well as software that will enable them to use the powerpoint, excel and microsoft word documents used throughout the semester. Video access is required, and audio/chat access is highly recommended.

Technology Resources/Requirements
At a minimum students must have access to Microsoft powerpoint, word and excel and speakers or headphones for video audio. Hardware including a microphone for chatroom participation is optional.
You must have a number of computer skills and resources to take this class.
- Please review the list of basic computer and Internet skills and minimum technology links on the eCampus Center website (particularly the first and last links).
- For technical assistance, you may contact the Technical help resources listed on my.boisestate.edu, or other resources found listed in Module 00: Getting Started of this course.
**Email Requirements:** University policy ([2280](#)) establishes email as one of the official modes of communicating with students. The University officially discourages students from forwarding u.boisestate.edu email to another account.

**Blackboard Collaborate Requirements:** To participate in the live discussions, you will need a headphone/microphone combination. Directions for Blackboard Collaborate can be found in the Module 00: Getting Started folder of this Blackboard course.

**Blackboard Requirements:** For students new to Blackboard, please follow this link and confirm your system meets the requirements: [Student Blackboard Help at Boise State](#)

**Faculty Initiated Withdrawal for Nonattendance**
Boise State University values course participation enough that nonattendance can lead to a faculty-initiated drop, defined as failure to attend the first class session of a class that meets once weekly. In an online course, the first week’s attendance is verified by other means that show a student has at least logged in to the course.

To meet this requirement, you must complete the Syllabus Quiz found in Syllabus area no later than 11:00 p.m. Mountain time on the 7th day of the course. The consequence for failing to complete the quiz during the first week is that you will be administratively dropped from the class.

**Course Modules & Activities**
This course is conducted entirely online. You can complete this course on your own schedule, but please stay on track or ahead of the deadlines each week. It is important for you to recognize that this class will require a minimum of 3-4 hours of coursework per credit each week (9-12 hours for 3 credits).

There are 15 weekly modules. Each module will consist of the following:
1. A brief video introduction to the module, addressing the key learning outcomes
2. A list of the assigned (chapter) readings for the module -- usually one or two textbook chapters
3. Powerpoint slides for the assigned readings
4. Various exercises, which include discussion board participation (an initial post and two follow-up posts to your classmates)
5. Weekly quizzes which assess the key learning outcomes for the module and count for a small portion of the final grade (each)
6. Four cumulative exams throughout the semester.

Each module will open on Friday afternoon of the week prior, and all activities for that module are to be completed by Saturday 11:00 p.m. MT unless stated otherwise. The modules are grouped into several topic areas:

1. Introduction & Background Tools
   - Property Rights & Externalities
   - Cost Benefit Analysis & Discounting
   - Valuation Tools
2. Depletable Resources
   - Energy Resources
3. Renewable Resources
Each module will provide a variety of online material, activities, and discussions, designed to develop the foundational knowledge associated with this subject. Take some time to explore and understand the course website and how to navigate using the menu and breadcrumb links.

After reading any new announcements, you will begin each week’s module from the Blackboard course Modules menu and use the numbered items to guide you through the module teaching and learning activities and tasks. An estimated time is provided for each activity to help you gauge the effort involved. Estimated times may not include time spent taking notes, which varies from student to student. Here is an overview of the various activities in the course:

1. **Module Overview and Checklist** - Introduction to the module and checklist of essential tasks and deadlines for the week. I will record a short video introduction to each module which will be hyperlinked to the sub-module XX.0 in each module. Be sure to watch this video early in the week, as it will provide information about the module, things that you should focus on, and any updates from the previous weeks.

2. **Readings** - Reading assignments will come in the form of Powerpoint presentations, online articles, and your textbook. Scheduling regular reading blocks in your calendar will help you stay current with the reading. Estimated times are suggested using a 200 word per minute (or 5 min. per page) college level reading speed. Reading estimates do not include time to take notes or the extra time involved when reading more challenging material. You may wish to adjust your study plan accordingly.

3. **Quizzes** - You will take all quizzes on the Blackboard course site. There is no partial credit for quizzes. The purpose of the weekly quizzes is to make sure that you understand the key learning objectives for each module, so therefore you will receive an all/none grade on each modular quiz. If you complete a quiz you will receive full credit for the quiz regardless of your final score. However, I suggest that you don’t treat this as a haphazard exercise – although you won’t see these same questions again on the Exams, you will see questions that address the same learning objectives. You can take the quizzes as many times as you’d like before making a final submission. Blackboard will immediately grade all of the quizzes upon submission; tests will be graded within one week from the due date. You can check your score by accessing My Grades in the Blackboard course menu.

   I repeat: If you complete the quiz you will receive full credit, regardless of your final score. Past experience has indicated a high correlation between quiz scores (= keeping up with the reading, working to understand the quiz material, etc.) and Exam / final grade scores, so take the necessary time to use the quizzes as an assessment of how well you know the material.

4. **Discussion Forum** - Each week I will present one or two problems sets, homework exercises,
or research questions. In general, the content of these assignments will not be graded, but in order to receive credit, each week you will be expected to 1) **post your responses to the assignment questions on the Blackboard discussion board** and 2) **to respond to two of your classmates’ posts.** I will give you a prompt that will start the discussion, and I will post this question to the discussion board. Each student will post an initial response to the question by 11 p.m. MT Thursday of that week. Late initial posts make it difficult for others to write their replies, so please aim to meet the deadline. Then, read five posts from fellow students, and respond to **two** of them using reply post guidelines that are outlined in the discussion prompt. **Just as with the quizzes, there is no partial credit for discussion form activities.** In other words, if you don’t submit three posts (an initial post and two follow-up posts,) by the due date, you won’t receive credit for the activity.

When writing replies, try to respond to posts that do not have any comments first, then, if you wish, add comments to posts that already have one or more replies. Each post must be concise, relevant, informational and on time. Where possible, cite your references, including references to the readings and resources for the module. **Discussions close on Saturday 11:00 p.m. MT each week. Posts to this forum after that date are considered late and will not receive credit.**

At the end of the week, students will find it helpful to browse the forum and make note of key points made. I believe online discussions are an important component of this course. Thoughtful discussions stimulate reflective thinking, deeper learning and a productive exchange of ideas. I will be following along with the discussion, and may post clarifying questions and feedback from time to time. For the most part, this venue is where you will go to teach and learn from each other.

**NOTE:** Messages posted in the Questions about the course, and the previous weekly areas are not considered as class discussions. Therefore, they are not used in evaluation of your class attendance/participation level.

If you have questions about the assignments, your inquiry should be directed to the **Course Questions and Suggestions** discussion area in Blackboard. After you have exhausted your individual options for moving forward (do not spend 8 hours on something before you ask your question – conversely do not ask something after being stuck for 8 seconds), pose your well thought problem/question(s) to the discussion area in Blackboard.

**5. Module Self-Evaluation** - At the mid- and endpoints of the course, we ask you to complete a Course Self-Evaluation. It asks you questions about your work in the course, such as the number of hours spent per week. We run reports from these Course Self-Evaluations so please complete them. They are worth 1 point each towards your participation score, and you cannot get a "wrong" answer so answering each question honestly will earn you 2 (total) points (one for each evaluation). The Self-Evaluation will open with the unit on Friday at 5 pm and close 1 week after the evaluation period ends. The mid- and end- course self evaluation points will be included with the quiz scores. **When you complete these evaluations, your score will show up as 1/16, but you will receive full credit (one point out of one possible,) for each of these evaluations.**

**6. Exams** - The Exams for this class must be completed in the Boise State University Online Testing Center. Exams are comprehensive (all material from previous modules is fair game). You will be given approximately 60 minutes to complete the 15-20 multiple choice and short answer questions on each exam. No outside materials, including calculators, will be allowed inside of the testing center. Be sure to schedule your exam well in advance so as to avoid
bottlenecks or any problems. For more information please contact the BSU Online Testing Center.

Student Evaluation

Weekly Quizzes: (14 quizzes): 10 points possible
Weekly Discussion Forum & Participation Points (28 total activities – with an initial post + 2 reply posts for each): 30 points possible
Exams (4): 15 points each x 4 = 60 points possible
Total points = 100 points possible

Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>93-100</td>
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<tr>
<td>90-92</td>
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<td>86-89</td>
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<td>0-59</td>
<td>F</td>
<td>0-59</td>
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Course Expectations & Policies

Class Attendance: In this asynchronous learning environment, you need to be a self-regulated learner. I will make sure that I provide you with a structured format of instruction and clear directions. You will have to take the responsibility to ensure your own learning processes and successful outcomes.

For our class, a week is defined as 7 days from Sunday to the following Saturday (11:00 p.m. MT). Each module of instruction will be finished within a week - just like you would have if you had come to a weekly class on campus. The advantage in this online class is that you get to choose when to access and complete the weekly assignments. The weekly Quizzes will close on Saturday (11:00 p.m. MT) of the week; the four exams will be available in an approved BSU Testing Lab during the week that they are due. It is your responsibility to schedule a time to take each exam. If you are not able to complete a quiz or exam by the time it is due, you MUST contact the instructor to notify him ahead of time. If the instructor is not contacted before the activity closes, you will receive a “zero” for that activity.

This semester consists of 15 instructional weeks, a Thanksgiving week (with no assignments, exams, quizzes or readings,) and a dead-week module which focuses on review. During these 15 weeks you are required to participate in class discussions through the Bb Discussion Board. The Bb Discussion Boards will be monitored by the instructor on a weekly basis.
## Course Schedule

The course instructor reserves the right to amend this schedule. Students will be notified of a change via an announcement on the course site.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Activities</th>
<th>Start Date</th>
<th>End Date</th>
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</thead>
</table>
| 00     | Getting Started | ● Complete Orientation, including a syllabus quiz  
● Introduce Yourself  
● Watch: Video Intro | 8/22 | 8/24 |
| 01     | Resource Economics Tools | ● Watch: Key Learning Objectives for Module 01 Video  
● Reading: Chapters 1 & 2  
● Powerpoint Slides (Chs 1 & 2)  
● DB 1: Public Goods Exercise  
● DB 2: Externality Example  
● Chapters Quiz #1 | 8/22 | 8/27 |
| 02     | Cost Benefit Analysis and Discounting | ● Watch: Key Learning Objectives for Module 02 Video  
● Reading: Chapter 3  
● Powerpoint Slides (Ch 3)  
● DB 3: Total Benefit/Total Cost Exercise  
● DB 4: Discounting Exercise  
● Chapter Quiz #2 | 8/29 | 9/3 |
| 03     | Valuing the Environment | ● Watch: Key Learning Objectives for Module 03 Video  
● Reading: Chapter 4  
● Powerpoint Slides (Ch 4)  
● DB 5: Valuation Exercise  
● DB 6: Survey Exercise  
● Chapter Quiz #3 | 9/5 | 9/10 |
| 04     | Dynamic Efficiency and Depletable Resources | ● Watch: Key Learning Objectives for Module 04 Video  
● Reading: Chapters 5 & 6  
● Powerpoint Slides (Chs 5 & 6)  
● DB 7: Response Question: What is Sustainability?  
● DB 8: Policy & Switch Points  
● Chapters Quiz #4  
● Exam #1 | 9/12 | 9/17 |
| 05     | Energy | ● Watch: Key Learning Objectives for Module 05 Video  
● Reading: Chapter 7  
● Powerpoint Slides (Ch 7)  
● DB 9: ANWR  
● DB 10: Oil Cartels  
● Chapter Quiz #5 | 9/19 | 9/24 |
| 06     | Recyclable Resources | ● Watch: Key Learning Objectives for Module 06 Video  
● Reading: Chapter 8 | 9/26 | 10/1 |
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Tasks</th>
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</table>
| 07   | Water                  | - Watch: Key Learning Objectives for Module 07 Video  
       |                        | - Reading: Chapter 9  
       |                        | - Powerpoint Slides (Ch 9)  
       |                        | - DB 13: Household Water Survey  
       |                        | - DB 14: Prior Appropriation  
       |                        | - Chapter Quiz #6  |
| 08   | Land                   | - Watch: Key Learning Objectives for Module 08 Video  
       |                        | - Reading: Chapter 10  
       |                        | - Powerpoint Slides (Ch 10)  
       |                        | - DB 15: Externalities and Land Values  
       |                        | - DB 16: Ethanol  
       |                        | - Chapters Quiz #8  
       |                        | - **Exam #2**  |
| 09   | Forest Resources       | - Watch: Key Learning Objectives for Module 09 Video  
       |                        | - Reading: Chapter 11  
       |                        | - Powerpoint Slides (Ch 11)  
       |                        | - DB 17: Deforestation  
       |                        | - DB 18: Harvest Decisions  
       |                        | - Chapter Quiz #9  |
| 10   | Fisheries & Ecosystem Services | - Watch: Key Learning Objectives for Module 10 Video  
       |                        | - Reading: Chapters 12 & 13  
       |                        | - Powerpoint Slides (Chs 12 & 13)  
       |                        | - DB 19: Fishery Management  
       |                        | - DB 20: Sustainable Yields  
       |                        | - Chapter Quiz #10  |
| 11   | Pollution              | - Watch: Key Learning Objectives for Module 11 Video  
       |                        | - Reading: Chapter 14  
       |                        | - Powerpoint Slides (Ch 14)  
       |                        | - DB 21: Pollution Management  
       |                        | - DB 22: Cap and Trade  
       |                        | - Chapter Quiz #11  |
| 12   | Stationary Source Air Pollution | - Watch: Key Learning Objectives for Module 12 Video  
       |                        | - Reading: Chapter 15  
       |                        | - Powerpoint Slides (Ch 15)  
       |                        | - DB 23: Treasure Valley Air Quality  
       |                        | - DB 24: Ambient Permit Systems  
       |                        | - Chapter Quiz #12  
       |                        | - **Exam #3**  |
| 13   | Climate                | - Watch: Key Learning Objectives  |

Weeks: 10/3 to 10/8, 10/10 to 10/15, 10/17 to 10/22, 10/24 to 10/29, 10/31 to 11/5, 11/7 to 11/12, 11/14 to 11/19
<table>
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<tr>
<th>Change for Module 13 Video</th>
<th>Reading: Chapter 16</th>
<th>Powerpoint Slides (Ch 16)</th>
<th>DB 25: Global Greenhouse Gas Trading</th>
<th>DB 26: Linked Trading Systems</th>
<th>Chapter Quiz #13</th>
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<tbody>
<tr>
<td>Thanksgiving</td>
<td>11/21</td>
<td>11/26</td>
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<td>14 Sustainable Development</td>
<td>Watch: Key Learning Objectives for Module 14 Video</td>
<td>Reading: Chapters 20 &amp; 21</td>
<td>Powerpoint Slides (Chs 20 &amp; 21)</td>
<td>DB 27: Gapminder Exercise</td>
<td>DB 28: Export Taxes</td>
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<tr>
<td>15 Review</td>
<td>Review</td>
<td>12/5</td>
<td>12/10</td>
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<tr>
<td>Final Exam</td>
<td>Exam #4</td>
<td>12/12</td>
<td>12/16</td>
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**Student Expectations/Responsibilities**

Please let me know of any individual learning needs or schedule conflicts in advance of their occurrence. You will find strategies to manage your time within the activity instructions. Each activity includes an estimated time to complete. If you find you are spending more than double the estimated time for a given activity, please reach out to a fellow student or the instructor for clarification and/or assistance. Create a study plan for readings and activities each week. Estimate the time you will need to complete each task, and set aside that time in your weekly schedule so that you are able to complete the assigned work before the due dates.

When working with other students, be supportive. This doesn't mean you should avoid challenging one another’s ideas, however; try to provide specific, targeted feedback and inquiries, as outlined below.

**Contribute to college-level discussions**

When you interact with class members, think for a moment if your comments follow the guidelines below:

- Think of your messages as your *public speech* in a face-to-face classroom. Although your message is inserted under a specific parent message, it is your voice sent to ALL of us (not just to the author of the parent message you are responding to, or just to me). So are my messages - When I write a public message, I expect that ALL of you will hear me (i.e., read it).

- Make clear and concise comments. Short and meaningful comments are more important than long meaningless messages. Overly verbose contributions without quality will not be viewed favorably. Some short replies such as 'I agree' or 'Huh?' would not be appropriate either.

- Be 'inter-active,' not just 'active.' I've observed in previous classes that some people responded to messages posted in the thread that they had started and seldom made any comments in others. Be interactive in various discussion areas.

- Avoid dominating class discussions. You might have been in a face-to-face classroom where one or two persons dominated the discussions. In this asynchronous classroom, all of us will participate in discussions.

- Maintain relevancy and appropriateness to the discussion topics. If you want to discuss
unrelated topics with other classmates, please do so using your personal email. Remember this is a classroom, not a chat room.

- Make creative and insightful contributions to discussions. One "really neat thing" about asynchronous computer-mediated learning is that it gives you time to read and understand each other's comments and to form clear and insightful replies. An example of unfavorable statements is "Other people have already mentioned everything, so I don't have much to say about this."
- Don't be afraid of playing devil's advocate. Encourage other people to see new perspectives. But please be civil when you disagree with others. Written words can be perceived to be much stronger than spoken words.
- Add references from which your ideas are derived (author, journal, page...) when it is appropriate. Feel free to introduce other relevant sources and publications to class discussions.

Netiquette
Discussion via Blackboard is open to all students and faculty enrolled in this course. All communication between students and faculty should remain professional and courteous. This is true of both Blackboard and email communications. Language and grammar matters so be careful on how you phrase your communication. Simplicity and directness are helpful in getting your message across (directness does not mean rudeness or angry responses to either students or faculty). It is possible to receive a failing grade ('F') for the Class Participation portion of the course if rude and unseemly communications via Blackboard and email become an issue and are not corrected. The following is a link on netiquette: http://www.albion.com/netiquette/corerules.html

Grading Policies
Instructor Expectations/Responsibilities
I regularly check my email, seven days a week. In general, I will try to respond within 24 hours of receiving an email. If you have a question or comment that applies only to you (such as a question about your grade or academic progress), I prefer that you send me an email. If your question or comment applies to other students (such as a question about due dates or a comment about an assigned reading), please post to the Course Questions & Suggestions discussion forum. I will tell you about schedule changes, revisions to assignments, and other housekeeping details by posting announcements on the course site. I will usually email such announcements to all students, as well.

PART II. Institutional Academic Policies
Academic Integrity
Students are expected to perform according to the standards of academic honesty and integrity as outlined in the Boise State University policies. As stated in the Student Handbook, "Plagiarism in written works whether in hard copy, print or in electronic communications, will not be tolerated and may be cause for failure in the course and/or University dismissal. Academic dishonesty in any form may result in failure in the course or dismissal from the Program and/or the University."

Students must abide by the Boise State University Student Code of Conduct regarding Academic Dishonesty (refer to the Boise State University Student Handbook). Students may not give or receive help on any test from any other student. Students may not discuss the content of any tests with other students until all students have taken the test. This includes students who may have missed the scheduled test time due to illness or emergency.
The Boise State University Student Code of Conduct and policies on Academic Dishonesty are located at the following websites. We encourage you to read these carefully. Students will be held to these standards in all areas of academic performance.

http://osrr.boisestate.edu/scp-codeofconduct-article2/#18

**Student Online Privacy**

Information in electronic form is easily reproduced and easily distributed. For this reason, it is important that you review the guidelines and limitations regarding the use of email and other technologies for your course in Boise State’s [Student Online Privacy Notice](http://ecampus.boisestate.edu/faculty/guidelines/copyright/).

**Disabilities Statement**

Students with disabilities needing accommodations to fully participate in this class should contact the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC. Please stop by Administration 114 or call 208-426-1583 to make an appointment with a disability specialist. To learn more about the accommodation process, visit our website at [http://drc.boisestate.edu](http://drc.boisestate.edu).

According to Blackboard’s Commitment to Accessibility webpage, the company is committed to ensuring that the Learn platform is both usable and accessible by everyone, regardless of age, ability, or situation. Blackboard measures and evaluates accessibility using two sets of standards: the [WCAG 2.0 standards](http://www.w3.org/TR/2010/WD-wcag20-20100506/) issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. For the Blackboard Learn 9.1 SP11 conformance statement for [Web Content Accessibility Guidelines 2.0, Level AA](http://www.w3.org/TR/2008/WD-wcag-aa-20081210/), see [Learn Accessibility Conformance Statement](http://www.blackboard.com/accessibility).

**Copyright Compliance**

Some of the materials in this course may be copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. [http://ecampus.boisestate.edu/faculty/guidelines/copyright/](http://ecampus.boisestate.edu/faculty/guidelines/copyright/)

**Statement of Shared Values**

In addition to the policies governing academic integrity, Boise State University has adopted a Statement of Shared Values. In a culture of intellectual inquiry and debate, where the search for knowledge and discovery flourish, campus community members are expected to demonstrate civility, abide by norms of decorum, and adhere to the principles of civil discourse. Civility is expressed in the Statement of Shared Values which includes Academic Excellence, Caring, Citizenship, Fairness, Respect, Responsibility, and Trustworthiness. We encourage you to read these statements carefully, and consider them when interacting with faculty, fellow students, and members of the community. [http://www.boisestate.edu/osrr](http://www.boisestate.edu/osrr)

**Downloading Course Content**

Course materials may be saved or printed for use in this course only. For use beyond this class, permission must be obtained from the instructor.
COBE Core Curriculum Student Learning Goals and Objectives for ECON 333

<table>
<thead>
<tr>
<th>Students in this class will learn or practice the following COBE Core Curriculum concepts, methods, and skills:</th>
</tr>
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<tbody>
<tr>
<td>1. Understand and apply analytical and disciplinary concepts and methods related to business and economics:</td>
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<td>✓</td>
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<tr>
<td>2.1. Communicate effectively: Write messages and documents that are clear, concise, and compelling</td>
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<tr>
<td>4. Use effective teamwork and collaboration skills</td>
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<td>5. Demonstrate appropriate principles of responsible business practices</td>
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