

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Economics and Finance  
with effect from Summer Term 2015**

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**Part I Course Overview**

<b>Course Title:</b>	<b>Economics for Business</b>
<b>Course Code:</b>	<b>EF5010</b>
<b>Course Duration:</b>	<b>1 semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>P5</b>
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>EF4010 Economics for Business (From the old curriculum)</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>FB5001 Managerial Decision Making</b>

## Part II Course Details

### 1. Abstract

This course is designed to familiarize students with the basic elements of economic analysis, concentrating on applications to organization and management, and to enable students to use concepts and principles to analyse organizational and management issues and problems. Students would be encouraged to develop their attitude and ability to discover and innovate, paying particular attention to issues and problems in the business environment.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Understand basic elements of economic analysis. Students are encouraged to analyze the business economics concepts and to synthesize them into a coherent view of business economics.	50%		✓	
2.	Apply concepts to analyse real-world issues and problems in business, and develop the ability to discover and innovate solutions on their own.	50%		✓	
		100%			

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.		Hours/week (if applicable)
		1	2	
1	Seminars (such as case studies, videos, learning aids, etc.). Real-world cases in lectures and tutorials would develop students' ability to apply the basic economic concepts to real-world economic issues.	✓	✓	3 hours seminar per week
2	Midterm exam	✓		In-class
3	Assignments	✓	✓	
4	Final exam	✓	✓	

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.		Weighting	Remarks
	1	2		
Continuous Assessment: 50%				
Assignments	✓	✓	50%	
Midterm exam	✓			
Examination: 50% (duration: 2 hours)				
Final exam	✓	✓	50%	
			100%	

**Students are required to pass both coursework and examination components in order to pass the course.**

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Assignments	general	Strong evidence of knowing how to comfortably apply the analysis and techniques outlined in CILOs. Strong ability to apply economic concepts and theories to real-world cases and to analyze and formulate solutions.	Evidence of knowing how to comfortably apply the analysis and techniques outlined in CILOs. Able to apply economic concepts and theories to real-world cases.	Some evidence of knowing how to apply the analysis and techniques outlined in CILOs. Able to apply economic concepts and theories to real-world cases in a fragmented way.	Passing familiarity with the analysis and techniques outlined in CILOs. Weak ability to describe economic concepts and apply theories fragmentarily (with incomplete, disconnected, and inconsistent parts).	Little or no evidence of familiarity with the subject. Unable to describe economic concepts and unable to apply theories.
2. Midterm exam	general	Strong evidence of knowing how to comfortably apply the analysis and techniques outlined in CILOs. Strong ability to apply economic concepts and theories to real-world cases and to analyze and formulate	Evidence of knowing how to comfortably apply the analysis and techniques outlined in CILOs. Able to apply economic concepts and theories to real-world cases.	Some evidence of knowing how to apply the analysis and techniques outlined in CILOs. Able to apply economic concepts and theories to real-world cases in a fragmented way.	Passing familiarity with the analysis and techniques outlined in CILOs. Weak ability to describe economic concepts and apply theories fragmentarily (with incomplete, disconnected, and inconsistent parts).	Little or no evidence of familiarity with the subject. Unable to describe economic concepts and unable to apply theories.

		solutions.				
3. Final exam	general	Strong evidence of knowing how to comfortably apply the analysis and techniques outlined in CILOs. Strong ability to apply economic concepts and theories to real-world cases and to analyze and formulate solutions.	Evidence of knowing how to comfortably apply the analysis and techniques outlined in CILOs. Able to apply economic concepts and theories to real-world cases.	Some evidence of knowing how to apply the analysis and techniques outlined in CILOs. Able to apply economic concepts and theories to real-world cases in a fragmented way.	Passing familiarity with the analysis and techniques outlined in CILOs. Weak ability to describe economic concepts and apply theories fragmentarily (with incomplete, disconnected, and inconsistent parts).	Little or no evidence of familiarity with the subject. Unable to describe economic concepts and unable to apply theories.

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

Competition, Business environment, Microeconomics, Markets, Production costs, Regulation.

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Perloff, Jeffrey, Microeconomics, 6 <sup>th</sup> Edition, Pearson, 2012.
2.	Baye, Michael R., Managerial Economics and Business Strategy, 4th edition, McGraw Hill, 2003.
3.	Brickley, James A., Clifford W. Smith and Jerold L. Zimmerman, Managerial Economics and Organizational Architecture, 3rd edition, McGraw-Hill, 2004.
4.	Acs, Zoltan J. and Daniel A. Gerlowski, Managerial Economics and Organization, Prentice Hall, 1996.
5.	Besanko, David, David Dranove and Mark Shanley, Economics of Strategy, 3rd edition, Wiley, 2004.
6.	Hendrikse, George, Economics and Management of Organizations, McGraw-Hill, 2003.
7.	Milgrom, Paul and John Roberts, Economics, Organization and Management, Prentice-Hall, 1992.
8.	Moschandreas, Maria, Business Economics, 2nd edition, Thomson, 2000.
9.	Png, Ivan, Managerial Economics, 4th edition, Routledge, 2012.
10.	Sloman, John, and Mark Sutcliffe, Economics for Business, 4th edition, Prentice Hall, 2006.
11.	David M. Kreps, Microeconomics for Managers, Norton, 2004.