



WNoŻiR



<i>Field of study</i>		Aquaculture and Fisheries					
<i>Mode of study</i>		stationary	<i>Level</i>	first cycle			
<i>Graduate's qualification</i>		inżynier					
<i>Fields of science</i>		agricultural sciences					
<i>Disciplines of science</i>		animal science and fisheries (100%)					
<i>Educational profile</i>		general academic					
<i>Module</i>							
<i>Course unit</i>		<b>Economics with elements of management</b>					
<i>Code</i>		WNOZIR/AQF/S1/					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Department of Enterprise Management					
<i>ECTS</i>		2.0	<i>ECTS (forms)</i>	2.0			
<i>Form of course credit</i>		credits	<i>Language</i>	english			
<i>Electives</i>			<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
lecturing course		A	1	30	2.0	1.00	credits
<i>Leading teacher</i>		Sworowska-Baranowska Anna (Anna.Sworowska@zut.edu.pl)					
<i>Other teachers</i>		Sworowska-Baranowska Anna (Anna.Sworowska@zut.edu.pl)					
<i>Prerequisites</i>							
<i>W-1</i>	Basic mathematics						
<i>Module/course unit objectives</i>							
<i>C-1</i>	Acquiring knowledge about fundamental concepts of economics and relationships between them.						
<i>C-2</i>	Developing working knowledge on economic processes and behaviors of economic entities (with special focus on business decisions).						
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>	
<i>T-A-1</i>	Scarcity and choice					2	
<i>T-A-2</i>	Demand, supply and market equilibrium					2	
<i>T-A-3</i>	Elasticity					2	
<i>T-A-4</i>	Household behavior and consumer choice					2	
<i>T-A-5</i>	The behavior of profit-maximizing firms					2	
<i>T-A-6</i>	Short-run costs and output decisions					2	
<i>T-A-7</i>	Long-run costs and output decisions					2	
<i>T-A-8</i>	Monopoly, oligopoly and monopolistic competition					2	
<i>T-A-9</i>	Income distribution					2	
<i>T-A-10</i>	The economics of taxation					2	
<i>T-A-11</i>	National output and national income (gross domestic product)					2	
<i>T-A-12</i>	Unemployment					2	
<i>T-A-13</i>	Inflation					2	
<i>T-A-14</i>	Measurement of economic growth					2	
<i>T-A-15</i>	Summary (final exam)					2	
<i>Student workload - forms of activity</i>						<i>Number of hours</i>	
<i>A-A-1</i>	In-class participation					28	
<i>A-A-2</i>	Preparation and revision of exercises and case studies					30	
<i>A-A-3</i>	Written exam					2	
<i>Teaching methods / tools</i>							
<i>M-1</i>	Lecture (informational and conversational)						
<i>M-2</i>	Case study						
<i>M-3</i>	In-class discussion						
<i>M-4</i>	Exercises						



### Evaluation methods (F - progressive, P - final)

S-1	F	The rating for the activity during classes
S-2	P	Written exam

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Reference to Learning Outcomes for qualifications at PQF 6, 7 or 8	Reference to learning outcomes for qualifications at level 6 or 7 that enable acquiring engineering competences	Course objectives	Course content	Teaching methods	Evaluation methods
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### Knowledge

AQF_1A_B05_W01 Student knows fundamental concepts of economics and is able to indicate relationships between them.	AQF_1A_W13 AQF_1A_W14	P6S_WK	P6S_WG	C-1	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5 T-A-6 T-A-7	T-A-8 T-A-9 T-A-10 T-A-11 T-A-12 T-A-13 T-A-14	M-1 M-3	S-2
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### Skills

AQF_1A_B05_U01 Student is able to describe behaviors of economics entities in specific market conditions.	AQF_1A_U18	P6S_UO		C-2	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5	T-A-6 T-A-7 T-A-8 T-A-9	M-1 M-2 M-3 M-4	S-1 S-2
AQF_1A_B05_U02 Student is able to explain mechanisms of fundamental economic processes.	AQF_1A_U18	P6S_UO		C-2	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5 T-A-6 T-A-7	T-A-8 T-A-9 T-A-10 T-A-11 T-A-12 T-A-13 T-A-14	M-1 M-2 M-3	S-1 S-2
AQF_1A_B05_U03 Student is able to interpret graphs illustrating economic concepts.	AQF_1A_U02	P6S_UK P6S_UW		C-1	T-A-2 T-A-3 T-A-7	T-A-8 T-A-12 T-A-13	M-1 M-4	S-2

### Social competences

AQF_1A_B05_K01 Student is able to identify and to solve economic dilemmas individually and in a team work.	AQF_1A_K05	P6S_KK P6S_KR		C-1 C-2	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5 T-A-6 T-A-7	T-A-8 T-A-9 T-A-10 T-A-11 T-A-12 T-A-13 T-A-14	M-2 M-3 M-4	S-1
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Outcomes	Grade	Evaluation criterion
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### Knowledge

AQF_1A_B05_W01	2,0	Student is not able to define fundamental economic concepts correctly.
	3,0	Student correctly defines some fundamental economic concepts.
	3,5	Student correctly defines most fundamental economic concepts.
	4,0	Student correctly defines most fundamental economic concepts and distinguishes them.
	4,5	Student correctly defines most specific economic concepts and indicates basic relationships between them.
	5,0	Student correctly defines specific economic concepts and indicates various relationships between them.

### Skills

AQF_1A_B05_U01	2,0	Student is not able to describe usual behaviors of economics entities.
	3,0	Student is able to describe usual behaviors of economics entities in chosen market conditions.
	3,5	Student is able to describe specific behaviors of economics entities in chosen market conditions.
	4,0	Student is able to describe specific behaviors of economics entities in specific market conditions.
	4,5	Student is able to describe specific behaviors of economics entities in specific market conditions. Student explains basic implications of those behaviors on business decisions.
	5,0	Student is able to describe specific behaviors of economics entities in specific market conditions. Student explains various implications of those behaviors on business decisions.
AQF_1A_B05_U02	2,0	Student is not able to explain mechanisms of fundamental economic processes.
	3,0	Student is able to explain correctly some mechanisms of fundamental economic processes.
	3,5	Student is able to explain correctly most mechanisms of fundamental economic processes.
	4,0	Student is able to explain correctly most mechanisms of fundamental economic processes and indicates some factors that implies those processes.
	4,5	Student is able to explain correctly most mechanisms of fundamental economic processes and indicates some factors that implies those processes. Student indicates some of probable consequences of those processes.
	5,0	Student is able to explain correctly mechanisms of fundamental economic processes and indicates most factors that implies those processes. Student indicates most of probable consequences of those processes.



*Skills*

AQF_1A_B05_U03	2,0	Student is not able to interpret correctly graphs illustrating economic concepts.
	3,0	Student is able to interpret correctly some graphs illustrating economic concepts.
	3,5	Student is able to interpret correctly most graphs illustrating economic concepts. Student is able to interpret some curve movements in those graphs illustrations.
	4,0	Student is able to interpret correctly most graphs illustrating economic concepts. Student is able to interpret most curve movements in those graphs illustrations.
	4,5	Student is able to interpret correctly most graphs illustrating economic concepts. Student is able to interpret most curve movements in those graphs illustrations. Student is able to draw correctly some graphs illustrating economic concepts.
	5,0	Student is able to interpret correctly most graphs illustrating economic concepts. Student is able to interpret most curve movements in those graphs illustrations. Student is able to draw correctly most graphs illustrating economic concepts.

*Other social competences*

AQF_1A_B05_K01	2,0	Student is not able to identify basic economic dilemmas either individually or in a team work.
	3,0	Student is able to identify basic economic dilemmas individually and is able to explain them in a group discussion.
	3,5	Student is able to identify some economic dilemmas individually and is able to explain them in a group discussion.
	4,0	Student is able to identify some economic dilemmas individually and is able to develop the basic ones in a group discussion.
	4,5	Student is able to identify some economic dilemmas individually and is able to develop them in a group discussion.
	5,0	Student is able to identify fully economic dilemmas individually and is able to develop them in a group discussion.

*Required reading*

1. Case Karl E., Fair Ray C., Oster Sharon M., Principles of Economics, Prentice Hall, Boston Columbus Indianapolis New York San Francisco Upper Saddle River Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo, 2012, 10th edition

*Supplementary reading*

1. Barron William F., Perlack Robert D., Boland John J., Fundamentals of Economics for Environmental Managers, Quorum Books, Westport, Connecticut, London, 1998