INTRODUCTION TO ECONOMICS

BACHELOR IN POLITICS, LAW AND ECONOMICS
Professor: JOAO MIGUEL SANCHES ALEXANDRE
E-mail: jsanches@faculty.ie.edu

Academic year: 18-19
Degree course: FIRST
Semester: 1º
Category: BASIC
Number of credits: 6.0
Language: English

PREREQUISITES

SUBJECT DESCRIPTION
Over the past few decades, Economics has taken on a growing importance among scientific disciplines and it is now included in introductory courses for most university degree programs. Economic science studies human behaviour in its attempt to satisfy the most urgent needs by choosing among multiple possibilities in an environment of scarce resources, uncertainty and subjective valuations. Thus the knowledge of economic science is basic to understand how individual agents, typically interacting in decentralized markets, achieve collective ends.

Students in the Introduction to Economics course will get acquainted with basic economic thinking and will get a general and overarching perspective on the skills and information to be presented in subsequent economic theory courses. The final aim is that this methodology becomes a useful tool that students can apply in their future professional career.

OBJECTIVES AND SKILLS

a) OBJECTIVES
- To introduce students to an understanding of the domain of economics as a social theory.
- To introduce students to the main analytical tools which are used in economic analysis.
- To introduce students to the main conclusions derived from economic analysis and to develop students’ understanding of their organisational and policy implications.
- To enable students to participate in debates on economic matters.

Given its introductory nature, the basic objective of the course is to familiarize students with basic economic concepts and with the methodology that scholars and practitioners in the economic discipline use to understand and explain decision making and the economic problems and phenomena that surround us. In this first course we will get a flavour on how markets work, how prices arise through individuals’ interaction, and how public intervention may at times be justified on social grounds and other times may be questionable if it leads to an outcome where social welfare is smaller than that resulting from an environment with voluntary private interaction. To do so we will go over basic concepts and tools and will sketch out the main economic processes and relationships, in the fields of both microeconomics (feasible choices, individual supply and demand, consumer and producer behaviour, the workings of markets, assessment of economic outcomes, public sector intervention, etc.) and macroeconomics (national production and growth, employment and the labour market, the role of investment, inflation, unemployment, fiscal and monetary policies, etc.).
b) SKILLS

The Business Administration degree, through the study of Economic Theory, aims to develop students’ ability to describe, analyse and understand the economic environment where business takes place. More specifically, the Introduction to Economics course aims for the student to make progress in several specific skills:

Cognitive (Knowledge):

- Understand the behaviour of economic agents and the mechanisms of the market.
- Understand the main economic macro aggregates and their usefulness.
- Understand the overall operating of the economy in the short and long run.
- Understand that economic models are used to make predictions about reality.
- Encourage the spirit of research, developing the student's ability to think rigorously and to analyse new problems with the tools learned.

Instrumental (Learn how):

- Evaluate, by using relevant information registers, the situation and evolution of companies and markets.
- Identify the relevant sources of economic information and their content.
- Derive useful information from the data impossible to recognise for non-experts.
- Apply professional criteria based on technical tools for the analysis of problems.
- Get skills to argue and express themselves in a coherent way, either in the elaboration of a written text or in the public presentation of the results of a particular study.

Attitude (Being):

- Improve individual problem solving, confront problems in a rigorous and systematic fashion and think critically.
- Develop the ability to share and discuss the results with other students.
- Encourage an entrepreneurial and positive attitude when faced with new problems, and encourage students to overcome failure.

METHODOLOGY

Lectures: They are necessary for the presentation and explanation of the content and concepts of the subject, but their development requires the use of methodologies and resources that make them significantly different from the more traditional lectures. Interactive techniques between professor and students are used what attaches particular importance to group discussions and the involvement of students. The main resources in these classes will be projections of slides, providing files and electronic information and the use of Internet as a support tool, work and communication. The student must supplement these lectures with recommended readings by the professor. All of them will be available to students easily.

Practical: They focus on exercises, case studies and practical cases specified well in advance and that are temporarily connected with the theoretical concepts taught.
- Questions for review. The review of the theoretical content covered in each session through the answer of several key questions proposed in class is an important way to learn. The student should try to answer on his own to self-evaluate his understanding and progress.

- Problems and applications. Students must prepare and solve the problem sets assigned prior to the beginning of the practice class by using the theory lectures and the recommended bibliography. Students are expected to participate actively in class, expressing their difficulties and proposing solutions. The professor will clarify the solutions but this will be productive only if the students have previously tried to work on their own.

- Readings: various interesting readings related to the concepts learnt are compulsory. In fact, they may be evaluated through short questions or request to summarize in class.

<table>
<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>40.0 %</td>
<td>60 hours</td>
</tr>
<tr>
<td>Discussions</td>
<td>20.0 %</td>
<td>30 hours</td>
</tr>
<tr>
<td>Exercises</td>
<td>10.0 %</td>
<td>15 hours</td>
</tr>
<tr>
<td>Group work</td>
<td>20.0 %</td>
<td>30 hours</td>
</tr>
<tr>
<td>Other individual studying</td>
<td>10.0 %</td>
<td>15 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0 %</td>
<td>150 hours</td>
</tr>
</tbody>
</table>
PROGRAM

Overview
The content of the program is taught in 30 sessions. The theoretical and practical sessions, with the same weight in the subject, alternate. There is also a balance between the time spent in Microeconomics and Macroeconomics. The sessions last for eighty minutes. The structure and dynamics of the lectures is usually the following:
- Summary of the previous class: a student will conduct a brief summary-outline of the previous class (3-5 minutes) before starting the next session to remember the main ideas of the last lecture.
- Basic theoretical concepts in the classroom: the professor explains the basics notions of economics but in a participatory way for students, frequently using examples and case studies.
- Debate or comments about the assigned reading and its assessment: during the sessions after the reading assignment, the end of each session is dedicated to review and evaluate the reading.

SESSION 1
Sessions 1 to 2: INTRODUCTION
Description: In these sessions students are supposed to become familiar with the main concepts of economics, with its definition, with the economic agents as well as with the main problems that appear when making economic reasoning. It also addresses the simplest economic models.
Chapters 1 to 2 - Mankiw and Taylor (4th edition)

SESSION 2
Sessions 1 to 2: INTRODUCTION
Description: In these sessions students are supposed to become familiar with the main concepts of economics, with its definition, with the economic agents as well as with the main problems that appear when making economic reasoning. It also addresses the simplest economic models.
Chapters 1 to 2 - Mankiw and Taylor (4th edition)

SESSION 3
Sessions 3 to 6: SUPPLY AND DEMAND
Description: These sessions focus on the most important elements of a market economy such as supply and demand. Its proper understanding will be essential for understanding the rest of the course and will allow the student to have very simple but powerful tools to analyse the economy, such as the elasticity.
Chapters 3 to 6 - Mankiw and Taylor (4th edition)

SESSION 4
Sessions 3 to 6: SUPPLY AND DEMAND
Description: These sessions focus on the most important elements of a market economy such as supply and demand. Its proper understanding will be essential for understanding the rest of the course and will allow the student to have very simple but powerful tools to analyse the economy, such as the elasticity.
Chapters 3 to 6 - Mankiw and Taylor (4th edition)
SESSION 5
Sessions 3 to 6: SUPPLY AND DEMAND
Description: These sessions focus on the most important elements of a market economy such as supply and demand. Its proper understanding will be essential for understanding the rest of the course and will allow the student to have very simple but powerful tools to analyse the economy, such as the elasticity.
Chapters 3 to 6 - Mankiw and Taylor (4th edition)

SESSION 6
Sessions 3 to 6: SUPPLY AND DEMAND
Description: These sessions focus on the most important elements of a market economy such as supply and demand. Its proper understanding will be essential for understanding the rest of the course and will allow the student to have very simple but powerful tools to analyse the economy, such as the elasticity.
Chapters 3 to 6 - Mankiw and Taylor (4th edition)

SESSION 7
Sessions 7 to 10: MARKETS, (IN)EFFICIENCY, WELFARE AND TAX
Description: In these sessions students are intended to acquire a precise knowledge on how markets operate and how consumers behave. Some important concepts studied are: efficiency, consumer and producer surplus, market equilibrium, consumer utility, opportunity cost. At the end of these sessions students will apply these tools to a series of real situations
Chapters 7 to 12 - Mankiw and Taylor (4th edition)

SESSION 8
Sessions 7 to 10: MARKETS, (IN)EFFICIENCY, WELFARE AND TAX
Description: In these sessions students are intended to acquire a precise knowledge on how markets operate and how consumers behave. Some important concepts studied are: efficiency, consumer and producer surplus, market equilibrium, consumer utility, opportunity cost. At the end of these sessions students will apply these tools to a series of real situations
Chapters 7 to 12 - Mankiw and Taylor (4th edition)

SESSION 9
Sessions 7 to 10: MARKETS, (IN)EFFICIENCY, WELFARE AND TAX
Description: In these sessions students are intended to acquire a precise knowledge on how markets operate and how consumers behave. Some important concepts studied are: efficiency, consumer and producer surplus, market equilibrium, consumer utility, opportunity cost. At the end of these sessions students will apply these tools to a series of real situations
Chapters 7 to 12 - Mankiw and Taylor (4th edition)

SESSION 10
Sessions 7 to 10: MARKETS, (IN)EFFICIENCY, WELFARE AND TAX
Description: In these sessions students are intended to acquire a precise knowledge on how markets operate and how consumers behave. Some important concepts studied are: efficiency, consumer and producer surplus, market equilibrium, consumer utility, opportunity cost. At the end of these sessions students will apply these tools to a series of real situations
Chapters 7 to 12 - Mankiw and Taylor (4th edition)
SESSION 11
Sessions 11 to 12: FIRM BEHAVIOUR AND LABOUR
Description: These sessions focus on explaining the supply side in economics: the company and its operation. It explains essential concepts such as productivity, profits and costs. It also studies perfect competition as a theoretical concept to understand the reality of the markets.
Chapters 13 to 18 - Mankiw and Taylor (4th edition)

SESSION 12
Sessions 11 to 12: FIRM BEHAVIOUR AND LABOUR
Description: These sessions focus on explaining the supply side in economics: the company and its operation. It explains essential concepts such as productivity, profits and costs. It also studies perfect competition as a theoretical concept to understand the reality of the markets.
Chapters 13 to 18 - Mankiw and Taylor (4th edition)

SESSION 13
Session 13: REVIEW
Common tutorial to review the Microeconomics part of the course before the mid-term exam.

SESSION 14
Session 14: MIDTERM

SESSION 15
Sessions 15 to 16: MACROMAGNITUDES
Description: In these sessions the student will learn the basics of macroeconomics and the main macro magnitudes of the national accounts that will prove extremely useful to better understand all this part of the course. Some of the concepts to learn are GDP, national income, value added, etc. We will also start to relate all the variables that participate in Macroeconomics: consumption, spending, interest rate, exports, multiplier, marginal propensity to consume, etc.
Chapters 20 to 21 - Mankiw and Taylor (4th edition)

SESSION 16
Sessions 15 to 16: MACROMAGNITUDES
Description: In these sessions the student will learn the basics of macroeconomics and the main macro magnitudes of the national accounts that will prove extremely useful to better understand all this part of the course. Some of the concepts to learn are GDP, national income, value added, etc. We will also start to relate all the variables that participate in Macroeconomics: consumption, spending, interest rate, exports, multiplier, marginal propensity to consume, etc.
Chapters 20 to 21 - Mankiw and Taylor (4th edition)
SESSION 17
Sessions 17 to 18: ECONOMIC GROWTH, DEVELOPMENT AND UNEMPLOYMENT
Description: Using simple theoretical tools, students will be able to understand why countries like China are growing so much. It also distinguishes between two concepts sometimes widely spaced: growth and development.
Chapters 22 to 23 - Mankiw and Taylor (4th edition)

SESSION 18
Sessions 17 to 18: ECONOMIC GROWTH, DEVELOPMENT AND UNEMPLOYMENT
Description: Using simple theoretical tools, students will be able to understand why countries like China are growing so much. It also distinguishes between two concepts sometimes widely spaced: growth and development.
Chapters 22 to 23 - Mankiw and Taylor (4th edition)

SESSION 19
Sessions 19 to 20: INTEREST RATE, MONEY AND INFLATION
Description: The student will handle the concepts of inflation and unemployment, as well as its drawbacks and the relationship that exists between the two variables in the economy. Finally, he will be able to interpret the Phillips curve.
Chapters 24 to 28 - Mankiw and Taylor (4th edition)

SESSION 20
Sessions 19 to 20: INTEREST RATE, MONEY AND INFLATION
Description: The student will handle the concepts of inflation and unemployment, as well as its drawbacks and the relationship that exists between the two variables in the economy. Finally, he will be able to interpret the Phillips curve.
Chapters 24 to 28 - Mankiw and Taylor (4th edition)

SESSION 21
Sessions 21 to 22: OPEN ECONOMIES AND TRADE
Description: These sessions will introduce the concept of international trade and how living in an open world can be beneficial for all depending on government policies and resulting (in)balances.
Chapters 19 and 29 to 30 - Mankiw and Taylor (4th edition)

SESSION 22
Sessions 21 to 22: OPEN ECONOMIES AND TRADE
Description: These sessions will introduce the concept of international trade and how living in an open world can be beneficial for all depending on government policies and resulting (in)balances.
Chapters 19 and 29 to 30 - Mankiw and Taylor (4th edition)

SESSION 23
Sessions 23 to 26: AGGREGATE FLUCTUATIONS
Description: Once the student has learnt the necessary concepts, ideas and theories, he will be able to characterize economic cycles. Concepts such as expansion, recessions, bailouts, deflation and rising deficits will no longer be complex and strange.
Chapters 31 to 36 - Mankiw and Taylor Mankiw and Taylor (4th edition)
SESSION 24
Sessions 23 to 26: AGGREGATE FLUCTUATIONS
Description: Once the student has learnt the necessary concepts, ideas and theories, he will be able to characterize economic cycles. Concepts such as expansion, recessions, bailouts, deflation and rising deficits will no longer be complex and strange.
Chapters 31 to 36 - Mankiw and Taylor Mankiw and Taylor (4th edition)

SESSION 25
Sessions 23 to 26: AGGREGATE FLUCTUATIONS
Description: Once the student has learnt the necessary concepts, ideas and theories, he will be able to characterize economic cycles. Concepts such as expansion, recessions, bailouts, deflation and rising deficits will no longer be complex and strange.
Chapters 31 to 36 - Mankiw and Taylor Mankiw and Taylor (4th edition)

SESSION 26
Sessions 23 to 26: AGGREGATE FLUCTUATIONS
Description: Once the student has learnt the necessary concepts, ideas and theories, he will be able to characterize economic cycles. Concepts such as expansion, recessions, bailouts, deflation and rising deficits will no longer be complex and strange.
Chapters 31 to 36 - Mankiw and Taylor Mankiw and Taylor (4th edition)

SESSION 27
Sessions 27 to 28: INTERNATIONAL MACROECONOMICS
Description: These sessions will cover common currency areas and their connection with the recent sovereign debt and financial crisis.
Chapters 37 to 38 - Mankiw and Taylor (4th edition)

SESSION 28
Sessions 27 to 28: INTERNATIONAL MACROECONOMICS
Description: These sessions will cover common currency areas and their connection with the recent sovereign debt and financial crisis.
Chapters 37 to 38 - Mankiw and Taylor (4th edition)

SESSION 29
Session 29: REVIEW
Review the Macroeconomics part of the course before the exam.

SESSION 30
Session 30: FINAL EXAM
BIBLIOGRAPHY

COMPULSORY
Title: Economics
Author: Mankiw, Gregory & Taylor, Mark
Publisher/Edition/Year: Cengage Learning / 4th / 2017
ISBN: 978-1-4737-2533-1
(Previous versions also acceptable – Chapter conversion needed)

RECOMMENDED ACADEMIC

RECOMMENDED NON-ACADEMIC
- Title: Freakonomics
  Author: Levitt, Steven & Dubner, Stephen
  Publisher / Edition / Year: William Morrow Paperbacks
  ISBN-10: 0060731338
  - Title: Economics in one lesson
  Author: Hazlitt H.
  Publisher / Edition / Year: Crown Trade, 1979
  - Title: The armchair economist
  Author: Landsburg S.
  Publisher / Edition / Year: Free Press, 1995
  ISBN: 0029177766
  - Title: Everyday Economics
  Author: Officer L.H.
  Publisher / Edition / Year: Palgrave, 2009
  ISBN: 0230617115
  - Title: Making Economic Sense
  Author: Rothbard M.N.
  Publisher / Edition / Year: Mises Institute, 2 ed., 2006
  ISBN: 0945466463

BUY YOUR BOOKS HERE
EVALUATION CRITERIA

Each student has four attempts over two consecutive academic years to pass this course. Dates and location of the final exam will be posted in advance and will not be changed. Students must attend at least 70% of the sessions. Students who do not comply with the 70% attendance rule will receive a 0.0 on their first and second attempts and go directly to the third one (they will need to enroll in this course again the following academic year). Students who are in the third or fourth attempt should contact the professor during the first two weeks of the course.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>25 %</td>
<td></td>
</tr>
<tr>
<td>Previous Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>5 %</td>
<td></td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20 %</td>
<td></td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>20 %</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>30 %</td>
<td></td>
</tr>
</tbody>
</table>

A. CLASS PARTICIPATION

Three main criteria will be used in reaching judgment about your class participation:

- **Depth and Quality of Contribution**: The most important dimension of participation concerns what it is that you are saying. A high quality comment reveals depth of insight, rigorous use of case evidence, consistency of argument, and realism.

- **Moving Your Peers’ Understanding Forward**: Great ideas can be lost through poor presentation. A high quality presentation of ideas must consider the relevance and timing of comments, and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.

- **Frequency**: Frequency refers to the attainment of a threshold quantity of contributions that is sufficient for making a reliable assessment of comment quality. The logic is simple: if contributions are too few, one cannot reliably assess the quality of your remarks. However, once threshold quantity has been achieved, simply increasing the number of times you talk does not automatically improve your evaluation. Beyond the threshold, it is the quality of your comments that must improve. In particular, one must be especially careful that in claiming more than a fair share of “airtime”, quality is not sacrificed for quantity. Finally, your attempts at participation should not be such that the instructor has to “go looking for you”. You should be attempting to get into the debate on a regular basis.

B. PREVIOUS CLASSES SUMMARY

Each student must present a short summary of previous class key learnings in the initial 3/5 minutes of the following class. This will be randomly assigned to each student at the beginning of the course and the student is free to use any presentation solution and support they feel is appropriate. Extra points are awarded for creativity and engagement with the class.

C. GROUP PRESENTATION AND REPORT

You are also expected to complete a project with your group and present in class and in written form. The project will give you the opportunity to reflect on what you have learnt in class and apply it to some practical problem. The presentation will take 20 minutes which includes time for Q&A from class and professor. The evaluation will be split between the Presentation, Documentation, and Peer evaluation. More details of the project will be provided by the start of the course.
D. MID-TERM AND FINAL EXAM
The Mid-term Exam will consist of two parts. The first part will check your understanding of concepts and will review the assigned reading and class discussions for the first 12 sessions of the course. The second part of the exam will focus more on the application of concepts. Hence, it might involve the analysis of a “mini” case study or to work on a short exercise.

The final exam will have a similar format and will cover the full course content with a bigger emphasis on the second part of the course.

E. GRADING
- Outstanding: 9.0-10.0 (A to A+)
Consistently produces work of the highest quality and craft; exhibits notable progress and development over the course of the semester; meets all course objectives at highest level; attendance is near-perfect, and contributions to course discussions are extremely valuable.

- Notable: 7.0-8.9 (B to B+)
Completes all assignments with work of above-average quality and craft; exhibits significant progress and development; meets most course objectives; attendance and participation are very good.

- Satisfactory: 6.0-7.0 (C to C+)
Completes all assignments with work of acceptable quality and craft; exhibits some progress and development; meets a majority of course objectives. Attendance and participation are acceptable.

- Barely Acceptable: 5.0-6.0 (D)
Assignments are delivered but are incomplete and/or of low quality and craft; exhibits little progress and development; meets few course objectives. Attendance and participation are poor, but absences do not total more than 30%.

- Fail: 0-4.9 (F)
Work is incomplete, missing, or does not meet course objectives. Attendance and participation are poor.

- Automatic Failure: 0 (F)
Please note that a student who misses 30% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second “convocatoria.”

RETAKE POLICY
Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).
Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- The exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.
- The third attempt will require the student to complete:
  - a written assignment
  - a midterm
  - a final exam
This is also applicable to students who do not have required attendance, e.g. sickness.

- Dates and location of the retakes will be posted in advance and will not be changed.
PROFESSOR BIO

Professor: JOAO MIGUEL SANCHES ALEXANDRE
E-mail: jsanches@faculty.ie.edu

Economics Undergrad from NOVA SBE, Finance and Strategy expert and MBA graduate from IE Business School with honours and more than 14 years of international leadership experience in Impact Investing, Corporate Finance, Strategic Planning, Internal Control, Transaction Services and Audit.

Academic Background:
Full time MBA with Dean's list honors @ IE Business School - Madrid
IE Full time MBA is the #8 MBA in the world and #4 in Europe according to the Financial Times.
Executive Master in Management @ INDEG / ISCTE - Lisbon
INDEG / ISCTE was the first fully focused business school in Portugal.
Undergraduate in Economics @ NovaSBE - Lisbon
Nova SBE is the top Business School in Portugal and Economics is regarded and the number one course.

Professional experience:
CFO @ Darwinex - Madrid
Darwinex is a Broker / Asset manager allowing Traders to sell their strategies to investors all over the world.
Co-founder & Fund Manager @ Fundo IMPACTO. - Madrid
Fundo IMPACTO is the first Iberian social impact fund seeking to stimulate the Iberian private financing ecosystem with measurable social effects.
Head of Finance & Strategy @ WebSummit - Dublin
Web Summit started in 2010 and has grown to become the “largest technology conference in the world” and the “best technology conference on the planet”. No conference has ever grown so large so fast.
Strategic Planning @ CUF Chemicals - Lisbon
CUF is the largest industrial chemicals and Nanotechnology Group in Portugal.
Manager Corporate Finance @ Deloitte - Lisbon
Deloitte Corporate Finance / Transaction services was created in 2007 and had the fastest growing business segment in Portugal until 2011.
Revenue Assurance Analyst @ Vodafone - Lisbon
Revenue Assurance in Vodafone (market leader in Portugal) was the most cutting edge area within Audit and Finance group.
Senior Analyst @ Deloitte - Lisbon
Deloitte Audit is the largest audit firm in Portugal and a reference for quality and independence.

Check LinkedIn for more detailed information:
https://www.linkedin.com/in/joaomesalexandre

OTHER INFORMATION
- Office hours: TBC
- Alternative contact details: jaoomsalexandre@gmail.com
CODE OF CONDUCT IN CLASS

1. **Be on time:** Students arriving more than 5 minutes late will be marked as “Absent”. Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. **If applicable, bring your name card and strictly follow the seating chart.** It helps faculty members and fellow students learn your names.

3. **Do not leave the room during the lecture:** Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as “Absent”.

   Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. **Do not engage in side conversation.** As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class.

   If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as “Absent”.

5. **Use your laptop for course-related purposes only.** The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as “Absent”.

6. **No cellular phones:** IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

7. **Escalation policy: 1/3/5.** Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as “Absent.” IE University implements an “escalation policy”: The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.