Teaching Portfolio

Teaching philosophy · experience · evaluations · student feedback

Mahla Shourian

Ph.D. Candidate in Economics

Department of Economics, University of Oklahoma

mahla.shourian@ou.edu · mahla-shourian.github.io

Teaching philosophy, teaching record, evaluation summary, and selected student feedback, with course syllabi and complete evaluation reports in the appendix.

2026–2027 Academic Job Market

Contents

1. Teaching Philosophy . . . 3
   1.1 Structure: build a course students can follow. . . . 3
   1.2 Design: make economics engaging and connected to practice. . . . 3
   1.3 Relationship: know students so they engage. . . . 3

2. Teaching Experience . . . 3
   2.1 Instructor of Record, University of Oklahoma . . . 3
   2.2 Teaching Assistant and Guest Lecturer, University of Oklahoma . . . 4

3. Evaluation Summary . . . 4

4. Selected Student Feedback . . . 5

5. Course Materials (Appendix) . . . 5

1. Teaching Philosophy

My teaching rests on three principles: students learn best when a course is clear enough to follow, engaging enough to hold their attention, and welcoming enough that they feel they belong. I put them into practice through a framework I call SDR: Structure, Design, and Relationship. Across six sections as instructor of record and six more as a teaching assistant or guest lecturer, teaching first-generation and international students in economics, business, and other fields and across in-person and online formats, these principles hold up whether the class is a small seminar or a large lecture.

Structure: build a course students can follow.

I make expectations, schedules, and grading clear from the first day, so students spend their time learning economics rather than decoding the course. This matters most for first-generation students, who are often learning academic conventions for the first time. I keep that clarity across formats, from a 150-student principles section to short online modules with recorded lectures and step-by-step notes, and I revise when the evidence tells me to: when students wanted recorded lectures and clearer worked examples, I added structured videos and fully worked solutions. My ratings for organization and the overall learning experience improved steadily, reaching 100% by Summer 2025.

Design: make economics engaging and connected to practice.

I build lessons around examples tied to students' own interests and everyday experience. Teaching statistics to a class of sports-business majors, I taught probability using data from our own football games, and the energy in the room changed. I open with surprising results to introduce theory and research, using the gender wage gap to motivate selection bias and a live regression to show how education maps into earnings, and I pair visuals and cultural references (the bar scene from *A Beautiful Mind* for the Nash equilibrium) with active work. Students also learn to use economics: they analyze real data in Excel case studies, the part they rate most valuable, work with R and Stata, use AI responsibly, and tackle open-ended problems in team-based lab days.

Relationship: know students so they engage.

I invest early in knowing students, learning their names, majors, and interests and sharing my own path from undergraduate to Ph.D., so they are more willing to come to office hours and ask the questions they are afraid are obvious. I pay particular attention to the international students I often teach and work to keep the classroom a place where everyone feels they belong. In my most recent section, every student reported feeling safe, heard, and respected in class.

A standalone statement of teaching philosophy is available separately.

2. Teaching Experience

Instructor of Record, University of Oklahoma

Sole responsibility for course design, delivery, assessment, and grading.

Term	Course	Format	Enrollment
Fall 2026	ECON 2843: Elements of Statistics	In person	27
Summer 2025	ECON 2843: Elements of Statistics	Online	16
Fall 2024	ECON 2843: Elements of Statistics	Online	27
Summer 2024	ECON 2843: Elements of Statistics	Online	13
Fall 2023	ECON 2843: Elements of Statistics	Online	8
Summer 2023	ECON 1123: Principles of Microeconomics	Online	24

Upcoming (in person, Spring 2027): Principles of Microeconomics.

Course descriptions.

- **ECON 2843: Elements of Statistics.** Descriptive statistics, probability, estimation, hypothesis testing, and simple regression, with business and economic applications and hands-on data case studies.
- **ECON 1123: Principles of Microeconomics.** Incentives, markets, firm behavior, competition, and income distribution, illustrated through current issues.

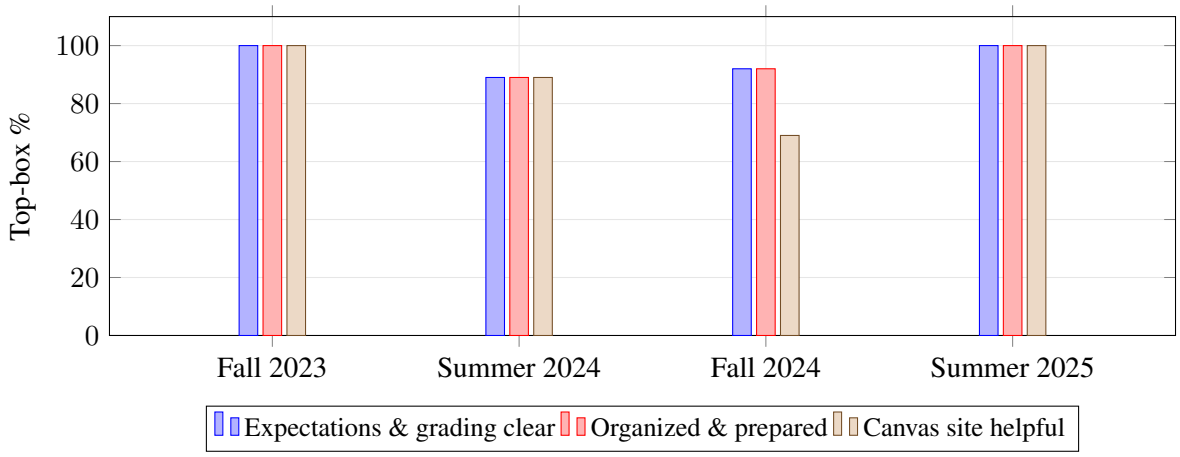
Teaching Assistant and Guest Lecturer, University of Oklahoma

Course	Level	Responsibilities
ECON 3113: Intermediate Microeconomic Theory	Undergrad	Problem-solving and exam-prep sessions; office hours; grading
ECON 3513: Labor Problems	Undergrad	Coursework support; office hours; grading
ECON 4513: Economics of Discrimination	Undergrad	Discussion support; office hours; grading
ECON 4233: Introduction to Applied Econometrics	Undergrad	Empirical exercises; office hours; grading
ECON 6433: Labor Economics I	Ph.D.	Guest lectures; supported student research; graded problem sets
ECON 5243: Econometrics II	Ph.D.	Empirical exercises; office hours; grading

Courses I am prepared to teach: introductory and business statistics; principles of micro- and macroeconomics; applied econometrics; labor economics; economics of gender and the family; health economics; the economics of discrimination.

3. Evaluation Summary

This summary draws on the University of Oklahoma Course Reflection Surveys from four recent offerings of Elements of Statistics (Fall 2023 through Summer 2025). Across all four terms, students rated the course highly: top-box ratings for how clearly expectations and grading were set and how organized and prepared I was ranged from 89% to 100%, and every measure, including how well the Canvas site supported learning, reached 100% in the most recent offering (Summer 2025).



Students also reported that the course connected to its purpose and goals: in each term a large majority said I used varied examples and tied assignments and exams to the course goals, and by Summer 2025 every respondent felt safe, heard, and respected in class and appropriately challenged by the material. Asked which skills the course helped them build, students most often named problem-solving, critical thinking, and conducting analysis. I also revise in response to feedback: when students asked for clearer explanations on sample problems, I rewrote the practice materials with fully worked solutions, and when they wanted more support outside the virtual classroom, I recorded structured, step-by-step lecture videos. Later evaluations singled out the data case studies, clear explanations, and well-organized materials as the course's strengths.

4. Selected Student Feedback

Juliet Farrell *ECON 2843, January 2025*

"Thank you for a great experience…the way you set the course up and covered the material in your lectures was very helpful. I wish all courses were this straightforward. As a non-traditional student, I always appreciate courses set up to put both the freedom and the responsibility on us."

ECON 2843: Elements of Statistics, Summer 2025

"This course was honestly one of the best ones I have taken at OU."

ECON 2843: Elements of Statistics, Fall 2024

"I believe the case studies made a great impact: they let us see and practice the material in real time and in a realistic way (using Excel). I believe it was a great experience."

ECON 2843: Elements of Statistics, Summer 2024

"[She] always made sure we understood concepts and added practice exercises for a better understanding. Explained every step, making it easy to follow."

5. Course Materials (Appendix)

This appendix includes the full syllabi for the courses I teach as instructor of record and the complete University of Oklahoma Course Reflection Survey reports for the four offerings summarized above.

Appendix A: Course Syllabi

- ECON 2843: Elements of Statistics (Fall 2026)
- ECON 1123: Principles of Microeconomics

Appendix B: Course Reflection Survey Reports

- ECON 2843: Elements of Statistics, Fall 2023
- ECON 2843: Elements of Statistics, Summer 2024
- ECON 2843: Elements of Statistics, Fall 2024
- ECON 2843: Elements of Statistics, Summer 2025

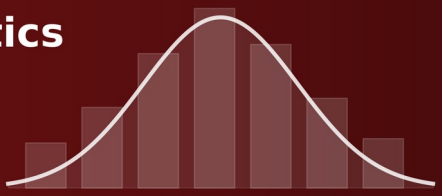
Appendix A

Course Syllabi

ECON 2843 · Elements of Statistics

Business Statistics

Fall 2026 · Section 004 · Tue & Thu 4:30–5:45 p.m. · Cate Center One 0237



COURSE AT A GLANCE

Course	ECON 2843-004 · Elements of Statistics (Business Statistics)
CRN / Credits	52298 · 3 credit hours
Term	August 24 – December 11, 2026
Meeting time	Tuesdays & Thursdays, 4:30 – 5:45 p.m. (in person)
Location	Cate Center One, Room 0237
Final exam	Monday, December 14, 2026 · 4:30 – 6:30 p.m. · Cate Center One 0237
Instructor	Mahla Shourian
Email	mahla.shourian@ou.edu
Office hours	Best to catch me before/after class; otherwise email to set a time (in person or Zoom)
Prerequisite	ALEKS math assessment 040+, or MATH 1523+, or completion of MATH 1503+

INSTRUCTOR INFORMATION

Instructor: Mahla Shourian **Email:** mahla.shourian@ou.edu

Best way to reach me: The best way to contact me and ask questions is before or after class. I will always be around right after class, or in my office, so please come talk to me then. For other times, email me and we can set up a meeting — in person or online over Zoom.

Communications: Communications are handled primarily through Canvas and by email. Student emails are answered within 24–48 hours, unless prior notice of a delay is given. For a quicker response, please put the course prefix and number in the subject line (e.g., "ECON 2843: Question about the syllabus").

Email, Canvas & Connect: Students are expected to check their OU email and the Canvas course site regularly. Please make sure to:

- Set up your Connect account to access your homework and exams (a step-by-step guide is posted on Canvas).
- Set your default email address so you can reply directly from Canvas, and turn on your Canvas notifications.
- Update the Display Name in your Canvas profile so I know what you prefer to be called, and add a profile photo.
- It is recommended that you install the Canvas mobile app for on-the-go access to course materials, schedule, and communications.

COURSE DESCRIPTION

This is an introductory statistics course, which surveys basic statistical techniques with particular emphasis on business and economic applications. The learning objective of this course is to improve students' analytical skills in understanding and employing descriptive and inferential statistics. We begin by learning how to describe the data in use. We then focus on applied probability theory, which enables us to understand the essence of statistical inference. For the rest of the course, we explore multiple inference tools such as confidence-interval estimation, hypothesis testing, and the analysis of variance. These tools help us use sample data to reach conclusions about population parameters.

COURSE FORMAT & DELIVERY

This is an in-person course. We meet on Tuesdays and Thursdays from 4:30 to 5:45 p.m. in Cate Center One, Room 0237. I strongly encourage you to attend and actively participate in every session — engaging in real-time

discussion deepens your understanding and gives you the chance to ask questions and work through challenging concepts right away.

Homework, case studies, and exams are delivered through McGraw-Hill Connect, which links directly from Canvas and also provides your online homework, practice exams, and e-book. **All exams are taken in person during our class sessions on your own laptop** (see "Exams" below), so plan to bring a charged laptop on exam days.

LEARNING OUTCOMES

Upon completion of this course, my goal is that you are able to:

- Understand and explain basic statistical concepts and the basic elements of real-world situations, and use that knowledge appropriately.
- Apply your understanding of statistics and economics to current events, and distinguish between correct and incorrect economic logic.
- Take away a long-lasting interest in economics, statistics, and the economy.

REQUIRED MATERIALS & SOFTWARE

Textbook: Business Statistics: Communicating with Numbers, 5th edition, by Jaggia and Kelly (ISBN 9781265988623), with McGraw-Hill Connect access.

Inclusive Access: This course uses Inclusive Access: unless you have opted out, you automatically have access to the textbook and Connect on the first day of class — there is nothing to purchase separately and no access code required. Information about opting out is provided by the OU bookstore at the start of the term.

Software & internet: You will need reliable internet access and **a laptop you can bring to class on exam days.** If you need help with Canvas, see the CAS Student Online Orientation. For Connect problems, contact McGraw-Hill support at http://mhhe.com/support or 1-800-331-5094 rather than contacting me.

GRADING POLICY

Points Breakdown

Component	Weight
Exams (1–4)	60%
Case Studies	20%
BookSmart Homework & Quizzes	20%
Total	**100%**

In-class exercises (extra credit): Attendance will not be taken, but throughout the semester we will do in-class exercises that carry extra credit. These points can be earned **only by being in class and completing the exercise.** Extra credit is added on top of the 100% above.

Grading Scale

Letter	Percentage
A	90% – 100%
B	80% – 89%
C	70% – 79%
D	60% – 69%
F	Below 60%

BookSmart Homework & Quizzes (20%)

You will have two types of online assignments in Connect: **BookSmart (LearnSmart)** and **Sample Test Questions.**

The BookSmart (LearnSmart) homework is the graded part and counts toward the 20%. It is an adaptive study plan: a built-in diagnostic gauges your strengths and weaknesses and builds an individualized plan tailored to you.

Staying current with it directly supports the 60% of your grade that comes from exams. At the end of the semester, your lowest BookSmart score is dropped.

Sample Test Questions are NOT graded — they are for practice only. They are designed to give you practice questions very similar to what you will see on the exams (generally about 10 questions with 3 attempts each). **I strongly encourage you to complete every one** — they are one of the best ways to prepare for the tests.

Do not wait until the last hours of the assignment window, and note that no late homework will earn points. The system awards points only for work completed before midnight of the due date, and I do not adjust the system timeline once it is set. You may still complete past assignments for practice, but they will not earn points. All assignments are accessed through your McGraw-Hill Connect account.

Case Studies (20%)

You will have case studies completed through the Connect platform. **These are assignments that we will use Excel to use real world data to apply what we have learned in class to real world examples.**

We work on the case studies together as part of our lab sessions, as group activities in class. Because of this, **it is very important that you do not miss lab days** — being there is how you complete the work and earn full credit. The case studies count for **20% of your overall grade,** so missing a lab day can have a real impact on your grade.

Exams (60%)

You will have four exams (Exam 1–4) plus an optional final. **All four exams will be given IN PERSON in our normal classroom (Cate Center One, Room 0237).** Exams are taken on Connect on your own laptop during the class session, so **make sure your laptop is fully charged and ready to go on exam days. If you fail to bring a charged laptop, you will miss the exam.**

Each exam covers only the material from that section — **the exams are not cumulative:** Exam 1 (Ch 1–4), Exam 2 (Ch 6–7), Exam 3 (Ch 8–9), and Exam 4 (Ch 13–14). All exams are multiple-choice and graph/Excel-based. Exams account for 60% of your overall grade.

Optional Final Exam

An optional final exam is offered on the final-exam day (**Monday, December 14**). The optional final is 100% optional and covers material from Exams 1, 2, and 3. **If you take it and score higher than one of those three exams, it replaces the lower score;** if you score lower, it will not count against you and will not be added to the gradebook.

Missed Exams

Because exams are given in class on the scheduled day, plan to be present. If you know you will miss an exam, you must let me know **before the exam day** so we can work out a plan; otherwise the missed exam will be a 0 and you will need to use the optional final to replace it. According to university rules, approved reasons for a make-up are: active duty, pregnancy, university-approved events, jury duty, and religious observance. To be fair to all students, no grades will be adjusted on the basis of being "close."

EXAM SCHEDULE

A full week-by-week class calendar is posted on Canvas. Key exam dates are:

Exam	Date
Exam 1 — Chapters 1–4	Tue, Sep 22 (in class)
Exam 2 — Chapters 6–7	Thu, Oct 15 (in class)
Exam 3 — Chapters 8–9	Thu, Nov 12 (in class)
Exam 4 — Chapters 13–14	Thu, Dec 10 (in class)
Optional Final Exam	Mon, Dec 14 · 4:30–6:30 p.m.

Note: Dates are tentative and may be adjusted; the Canvas class calendar is the authoritative source. Please mark the exam dates on your personal calendar.

UNIVERSITY POLICIES

No Recording Policy in Class

Unauthorized audio/video recording is strictly prohibited in this course and its associated spaces. This policy protects all participants and respects intellectual property and FERPA rights. Violations, and any refusals to comply,

may result in disciplinary action through the Office of Student Conduct and/or removal from the classroom with an unexcused absence. Should you require recording accommodations, please register with the Accessibility and Disability Resource Center (ADRC) and obtain specific permission; authorized recordings will be made by the instructor and provided through an encrypted process.

Academic Integrity

The University of Oklahoma has a very strict protocol on academic integrity, and cheating is strictly prohibited. **All work (homework, exams, etc.) in this course should be your own.** Academic-integrity violations can result in an F for an assignment, an F for the course, and/or expulsion from the university. It is a very serious matter and will not be tolerated. For more information, please visit ou.edu/integrity.

AI Policy

This course assumes that all work submitted by students — process work, drafts, brainstorming artifacts, and final works — will be generated by the students themselves, working individually or in groups as directed by the assignment instructions. It is a violation of academic honesty to have another person or entity do any substantive portion of a graded assignment for you, including purchasing work, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).

Mental Health Support Services

Support is available for any student experiencing mental health issues that are impacting their academic success. Students can be seen at the University Counseling Center (UCC) on the second floor of Goddard Health Center, or receive 24/7/365 crisis support from a licensed provider through TELUS Health. To schedule an appointment or learn more, call the UCC at 405-325-2911. The UCC is located at 620 Elm Ave., Room 201, Norman, OK 73019.

Title IX Resources and Reporting Requirement

OU faculty are committed to a safe learning environment free from gender- and sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX. Resources are available, including confidential support, medical attention, counseling, reporting, academic support, and safety plans. To speak with someone confidentially, contact OU Advocates (24/7 at 405-615-0013) or the University Counseling Center (M–F, 8–5, at 405-325-2911). Please note that faculty, Graduate Assistants, and Teaching Assistants are mandatory reporters and are obligated to report gender-based violence disclosed to us to the Institutional Equity Office (405-325-3546); after a report, the Title IX Coordinator will reach out with resources and support.

Reasonable Accommodation Policy (ADRC)

OU is committed to equal educational opportunity for students with disabilities. If you have already established accommodations with the Accessibility and Disability Resource Center (ADRC), please submit your semester accommodation request and contact me privately as soon as possible so we have adequate time to arrange them. If you have not yet established services but have a documented disability, complete the ADRC pre-registration form to begin. Contact the ADRC at (405) 325-3852, adrc@ou.edu, or www.ou.edu/adrc. Disabilities may include mental health, chronic health, physical, vision, hearing, learning and attention disabilities, and pregnancy-related and temporary medical conditions.

Religious Observance

It is the policy of the University to excuse absences that result from religious observances and to reschedule examinations and additional required classwork that may fall on religious holidays, without penalty. [See Faculty Handbook 3.15.2]

Adjustments for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments because of documented pregnancy- or childbirth-related issues, please contact the Accessibility and Disability Resource Center at 405-325-3852 and/or the Institutional Equity Office at 405-325-3546 as soon as possible. See also the Institutional Equity Office FAQ on Pregnant and Parenting Students' Rights.

Final Exam Preparation Period

Pre-finals week is defined as the seven calendar days before the first day of finals. Faculty may cover new course material throughout this week. For specific provisions, refer to OU's Final Exam Preparation Period policy.

Emergency Protocol

Severe Weather: If you receive an OU Alert to seek refuge or hear a tornado siren, seek refuge inside a building — do not leave to find another building. Go to the building's severe-weather refuge location, or the lowest level possible in an innermost room away from outside doors and windows. Get in, get down, cover up, and wait for official notice to resume activities.

Active Threat (Run · Hide · Fight): OU embraces a Run, Hide, Fight strategy. RUN away from the threat if it is safe, and call 911 once safe. HIDE if running is not practical — lock and barricade doors, turn off lights, silence your phone, and stay quiet until law enforcement arrives. FIGHT only as a last resort if you cannot run or hide. Save OUPD in your phone — Norman non-emergency (405) 325-1717; emergency (405) 325-1911 or 911.

Fire Alarm / General Emergency: If the fire alarm activates or an OU Alert warns of danger, leave the building (do not use elevators), know at least two exits, assist those who need help, proceed to the emergency assembly area, notify first responders of anyone still inside, and wait for official notice before re-entering.

OU Food Pantry

College students often face food insecurity. The OU Food Pantry is open Tuesdays, Wednesdays, and Thursdays from 10 a.m.–6 p.m. at 333 Cate Center Drive, Norman, OK. All OU students are eligible and there is no paperwork — just bring your student ID. More information: https://www.ou.edu/foodpantry.

This syllabus and everything contained within are subject to change at the instructor's discretion.

ECON 1123 Section 200:
Principles of Microeconomics

University of Oklahoma

Summer, 2023

Instructor: Mahla Shourian

Office: 321 Cate Center Drive (Cate 1)

Class Meets: Mon-Fri 8:00 am - 10:15 am

Online Office Hours: Mon-Fri 10:15 am - 10:30 am

Classroom: Online

Email: mahla.shourian@ou.edu

This syllabus is a contract between you and me. By taking this course you agree to abide by the policies and rules listed within.

Text Book:

Microeconomics, 2nd edition by Acemoglu, Laibson, and List. This textbook is available at the OU Bookstore. Previous editions are available through various outlets–− these are fine to use as well. All my lecture notes are based on this text book. Therefore, I combined all the lecture notes which is available in the King Kopy & Printing at 119 W Boyd St 112, Norman. If you don't want to buy the book, I will strongly encourage you to buy (or have) hard copy of the lecture notes from the King Kopy if you wish to do well in this course. In addition, I will also upload lecture notes based on the text book for each chapter in Canvas. Please regularly visit **Modules** in Canvas where I have upload all necessary study materials.

Prerequisite:

Compass placement into Math 1503 or 1643 or higher or ACT Math 23 / SAT Math 540

Course Description:

Introduction to microeconomic analysis concentrating on consumer and producer behavior, competitive and imperfect markets, and public policy and regulation.

Learning Outcomes:

The purpose of this course is to give students a thorough understanding of the principles of microeconomics that apply to the decisions of individuals–both consumers and producers–within

the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. We will examine some methodological questions in economics, and cover such concepts as scarce resources, unlimited wants, and tradeoffs in decision-making.

Course Calendar:

ECON 1123 is organized into the four broad topic areas

I. Introduction of Economics: Ch1-Ch3
II. Foundation of Microeconomics: Ch4-Ch6
III. Perfect Competition, Externality and Government: Ch7 and Ch9-Ch10
IV. Market Structure: Ch12-Ch14

The course coverage will be split into two sections; each section will be two weeks long.

- There will be a homework assignment in Canvas for each of four areas.
- In Canvas I have also upload a Bonus Quiz for each chapter.
- I will hand over a practice exam on the second Tuesday of each two weeks section. You are expected to solve it by yourself.
- Because the course moves swiftly, you are strongly encouraged to read ahead.

Please see Table 3 for detailed class schedule.

Class Quiz Bonus Points:

There is no mandatory class attendance policy. However, there is an opportunity to earn some extra bonus points by attending the class regularly. During each lecture, I will ask some multiple choice questions based on the materials we learn in that's class. Note that 10 bonus points are assigned for this class quiz for both midterm and final. Therefore, at the end of the each 2 weeks window, I will count the percentage of correct answer you make and accordingly add your in class quiz bonus points in that specific exam. For example, in a 2 weeks window, if you get 16 questions right out of 20 questions we cover in the class quiz, you make 80% correct answer so you will get 80% $\times$ 10 which is equivalent to 8 out of 10 added to your midterm grade.

Canvas HW Assignments:

We will cover 12 chapters in the entire semester and there will be 4 HWs, one for each 3 chapters. All the HW assignments are uploaded in the specific midterm **Module** in Canvas.

However, you will get access for each HW assignment only one 3 days before the due date, which are shown in **Table 3**. **You cannot submit an HW after the due date.** However, you can submit it anytime before the due date. Again, note that all homework will contain only multiple-choice questions.

Quiz:

In Canvas, I have uploaded a Quiz for each 3 chapters, which will be available 3 days before the due date. You will get two attempts for each multiple-choice question and can see the correct answer right after your last attempt. No late submission after the due date is allowed.

Note that you will get two attempts for each multiple-choice question and will be able to see the correct answer after the due date.

Note that you will get one attempt for each multiple-choice question and can see the correct answer after the due date.

Course Grades:

Your course grade will be based on 4 Quizzes, 4 HWs, 1 midterm exam, and a final exam. Quiz and exams weights are listed below. Exams will contain only multiple choice questions.

Table 1: Distribution of Final Grade

Index	Weights
Quiz: 4 (in Canvas) (Out of 4, the lowest will be dropped)	10%
Homework: 4 (in Canvas) (Out of 12, the lowest will be dropped)	10%
Midterm Exam: (Online)	40%
Final Exam: (Online)	40%

Grading Scale:

Exams and problem sets will be scored numerically. The following grading scale will be used to determine your letter grade for ECON 1123

A : 90 - 100 B : 80 - 89.99
C : 70 - 79.99 D : 60 - 69.99
F : 0 - 59.99

I believe in horizontal equity: all students who receive the same numerical grade will receive the same letter grade (i.e. a 90 will not be an B for one student and an A for another). I also believe in vertical equity: higher numerical grades will (obviously) correspond to higher letter grades. After grading is complete, identical adjustments may be made to everyone's grade if the median score is lower than expected.

Please note that tests will not be curved and grades will be determined in strict accordance with the policy above. I will not entertain needs based appeals of your course grade. Don't embarrass yourself by asking!! If you end up with a 69.99, you earned a grade of D.

Students who may need academic accommodations due to a disability should discuss their needs with the OU Disability Center at the beginning of the semester and request them to send an email about your disability so that I can accommodate any specific requirement during my lecture. To obtain authorized accommodations to take a test, you need to register at the Office of Disability Services center and have an updated accommodation letter for me. Accommodations and related support services such as exam administration are not provided retroactively and must be requested in advance. For more information about services and policy, please visit the university website.

Midterm and Final Exam Dates:

There will be one midterm exam. There will be 50 multiple choice questions in midterm exam and **each correct answer is worth of 2 points. 0.5 will be deducted for a wrong answer**. **The exam time will be 50 minutes for midterm exam**.

The final exam is worth 40% of your overall grade and there will be 50 questions and each question will be worth of 2 points and **0.5 will be deducted for a wrong answer**. **You will get 60 minutes for the final exam**. The dates of the exams are shown in Table 2. Please pay attention to those dates. If you miss an exam just because you forget the date, your score will be zero for that particular exam without any exception.

Keys to Success:

- Attend every class. If your target grade for this course is something above an F, then attending class everyday is the most efficient way to achieve your target. If your goal is to fail the course, then not attending class is the most efficient way to achieve your goal.

Table 2: Exam Dates

Exam	Dates
Midterm	Jun 23 (Week 2, Friday from 8:00 to 10:15 am)
Final Exam	July 7 (Week 4, **Friday from 8:00 to 10:15 am**)

- Read the lecture notes or the textbook. It is a very good textbook. All the lecture notes are based on the text book. Take notes while you read and attempt to reproduce important diagrams on your own.
- You learn economics by doing economics. Do the homework questions. Many of the concepts tested on the online homework problems will also be tested on the exams.
- This course stresses critical thinking; the key to success is understanding concepts and problems, not memorization.
- Do not fall behind. If you are pulling an "all nighter" to study for an exam, you are doing something wrong. If you keep up with the material, there will be no need to stay up all night studying for the exam.
- Come to office hours for help if you need it (and do not wait until right before exams to do so!). Use office hours. When you come to office hours, you are expected to ask questions about the lecture or assigned problems. Office hours will not serve as a make-up lecture.
- Do not throw away points. Do your homework regularly instead of waiting until the day it is due. This can be the difference between taking the class over again and passing with the required grade.

Academic Misconduct Policy:

The academic misconduct policy is as stated in the University of Oklahoma honor code. There will be multiple versions of all exams and each exam will be closely monitored. Cheating on an exam is a very serious violation of the misconduct code and will be treated as such. If you sign the class roll for someone else, or have someone sign the class roll for you, this is considered academic fraud.

Table 3: Class Schedule

Week1			
	Mon	Jun 12	Syllabus and Principles of Econ (Ch1)
	Tue	Jun 13	Economic Methods (Ch2)
	Wed	Jun 14	Optimization (Ch3)
	Thu	Jun 15	Demand and Supply (Ch4)
	Fri	Jun 16	Demand and Supply (Ch4)
	Sun	Jun 18	**Quiz & HW Due (Ch1, Ch2, Ch3)**
Week2			
	Mon	Jun 19	**Juneteenth Holiday**
	Tue	Jun 20	Consumers and Incentives (Ch5)
	Wed	Jun 21	Sellers and Incentives (Ch6)
	Thu	Jun 22	Midterm Review Session (Ch1 -Ch6)
	Fri	Jun 23	**Midterm (Ch1-Ch6)**
	Sun	Jun 25	**Quiz & HW Due (Ch4, Ch5, Ch6)**
Week3			
	Mon	Jun 26	Perfect Competition (Ch7)
	Tue	Jun 27	Externalities (Ch9)
	Wed	Jun 28	Tax and Regulation (Ch10)
	Thu	Jun 29	Monopoly (Ch12)
	Fri	Jun 30	Monopoly (Ch12)
	Sun	July 02	**Quiz & HW Due (Ch7, Ch9, Ch10)**
Week4			
	Mon	July 03	Game Theory (Ch13)
	Tue	July 04	**Independence Day Holiday**
	Wed	July 05	Oligopoly (Ch14)
	Thu	July 06	Final Review Session (Ch7, Ch9, Ch10, Ch12-Ch14)
	Fri	July 07	**Final Exam(Cumulative)** **Quiz & HW Due (Ch12- Ch14)**

Appendix B

Course Reflection Survey Reports

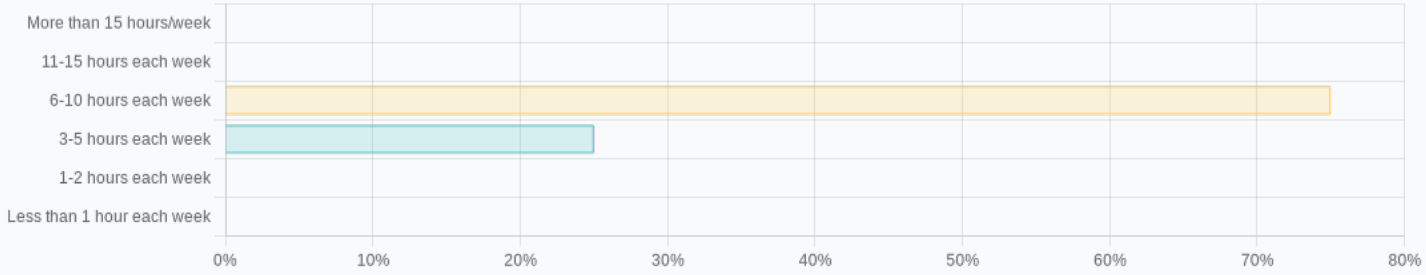
Course Reflection Survey

The UNIVERSITY of OKLAHOMA

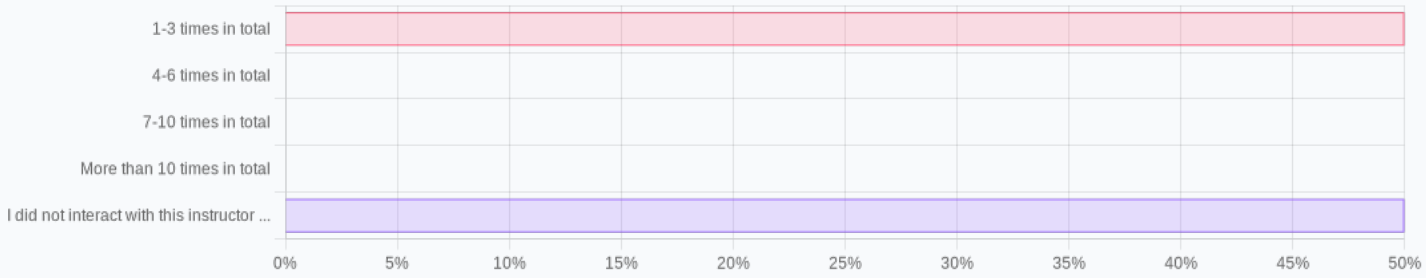
Term: Fall 2023
Course: ECON 2843-850: Elements of Statistics
Instructor: Mahla Shourian
Instructional Method: Asynchronous online
Total Responses: 4 out of 8

Section 1 – Student Engagement

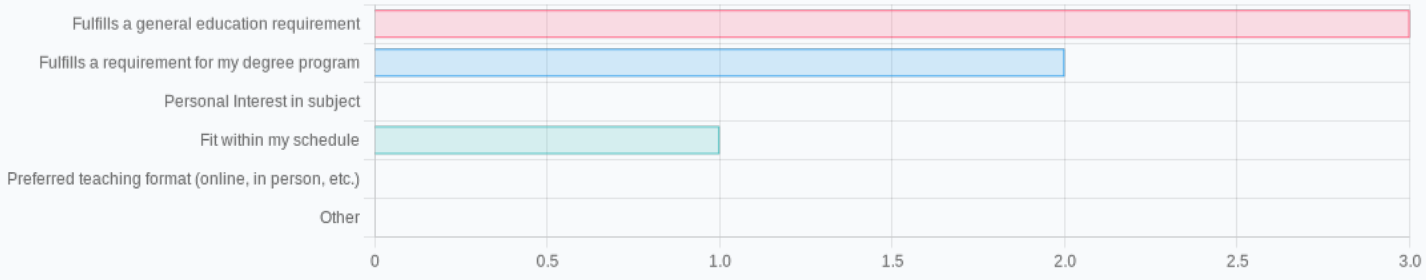
1. How many hours per week did you spend engaged with this class (attending class, participating on discussion boards, reading, studying, projects, etc.)?



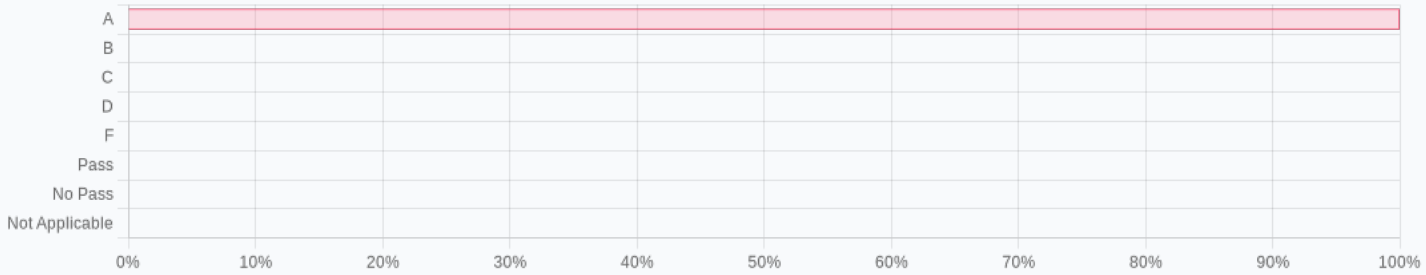
2. Approximately how many times did you interact with *Mahla Shourian* outside of class (e.g. by email, office hours, online video meeting, etc.)?



3. Why did you enroll in this course? (choose all that apply)



4. What grade do you expect to earn in this course?

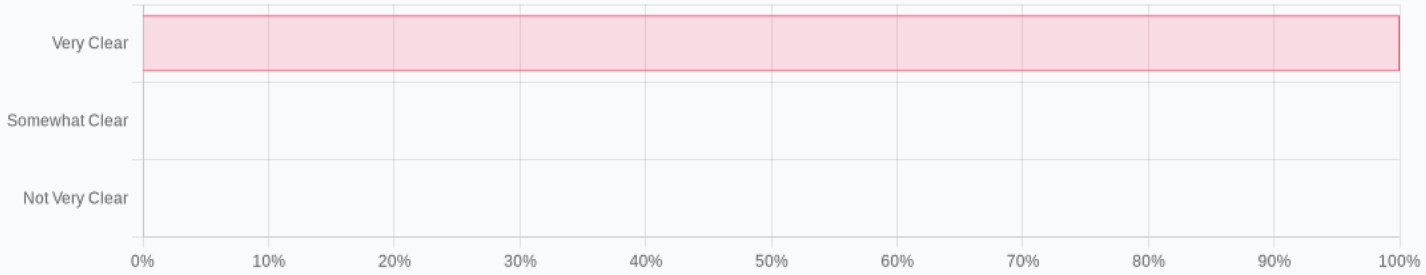


5. If you have additional comments about your participation in this course or suggestions about how to make the course more engaging, please share them here:

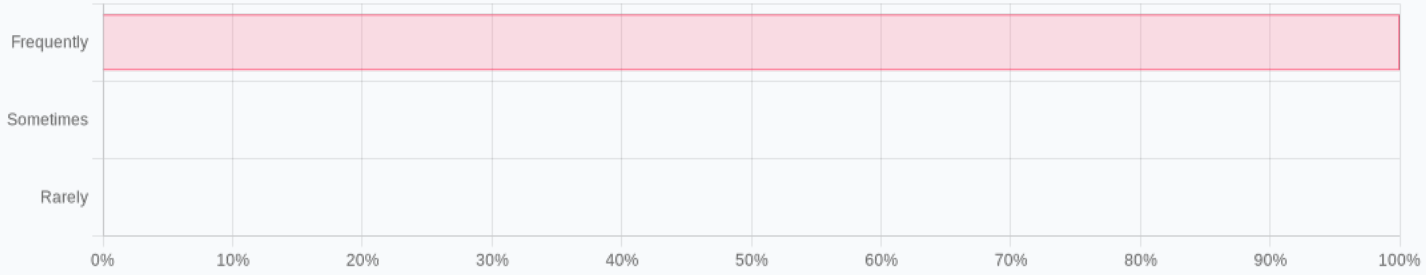
View Comments

Section 2 – Course Organization

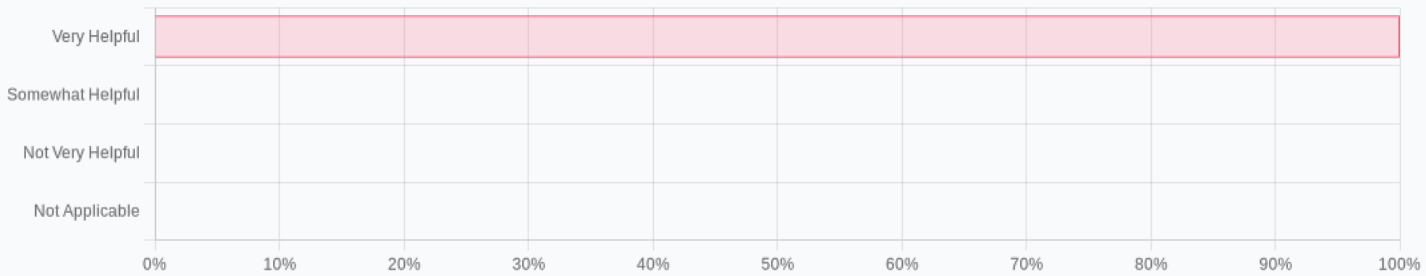
6. To what extent were the expectations and grading scheme for assignments and the overall course made clear?



7. To what extent did *Mahla Shourian* appear to be organized and prepared for student interactions?



8. To what extent was the course website/Canvas helpful?

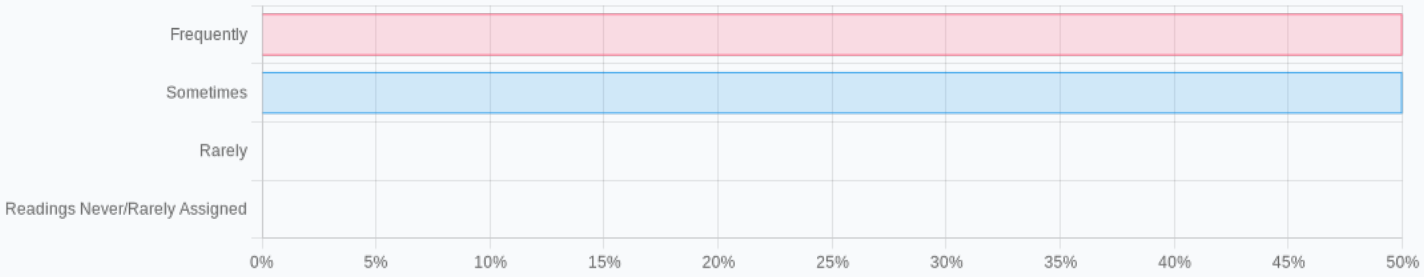


9. If you have additional comments or suggestions about how the course or the course website/Canvas was organized, please share them here:

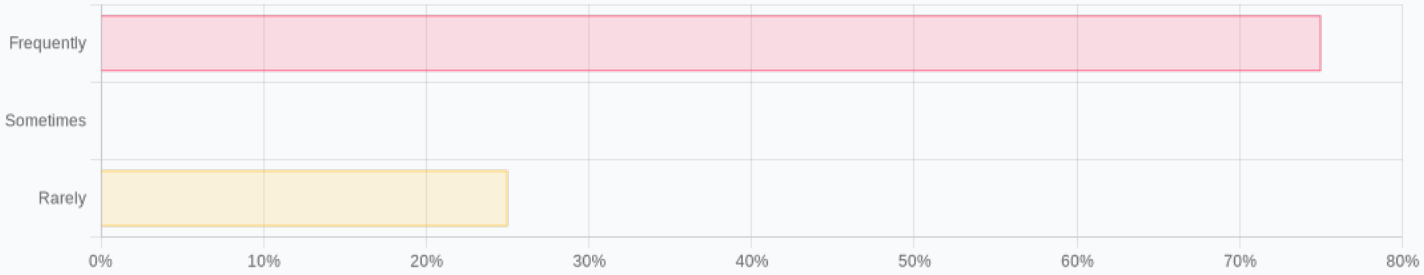
View Comments

Section 3 – Student Learning Experience

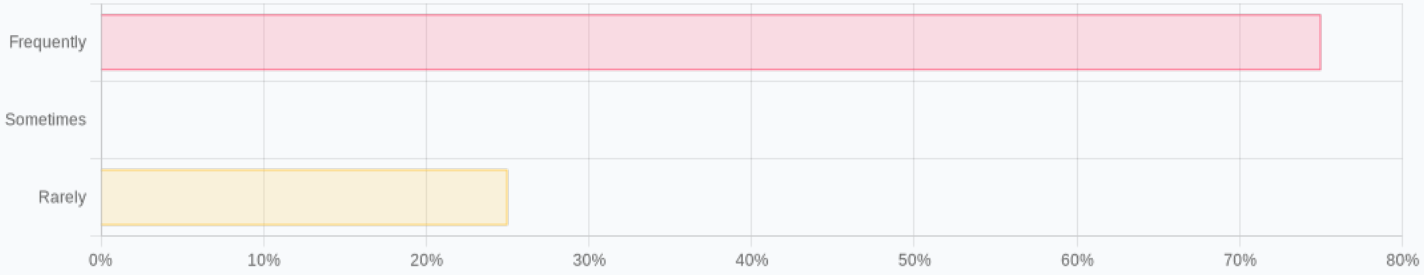
10. To what extent were the reading assignments and/or online instructional materials beneficial to your learning?



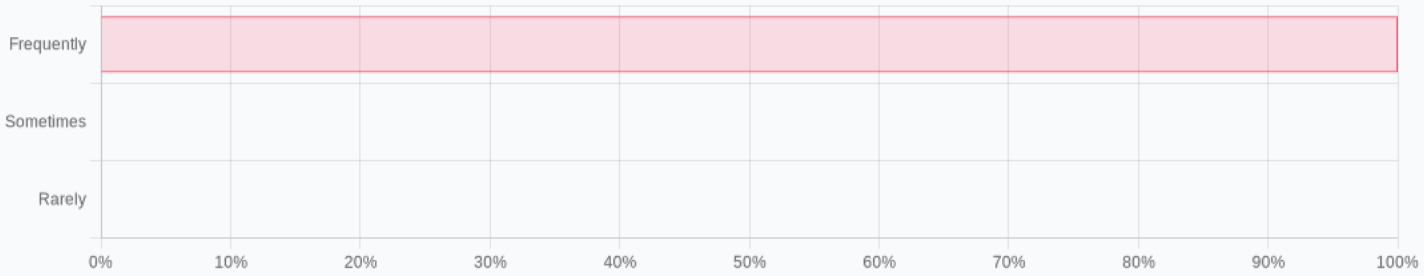
11. To what extent did *Mahla Shourian* explain or demonstrate the larger purpose or value of the material covered in this course?



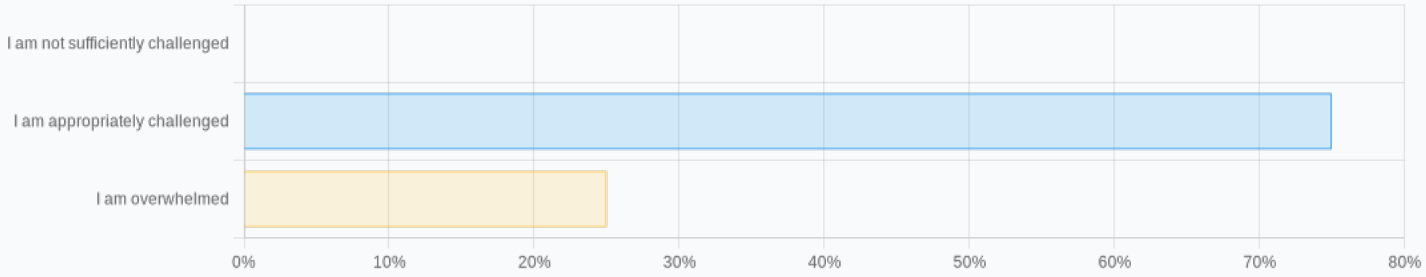
12. To what extent did *Mahla Shourian* use a variety of examples or approaches to illustrate concepts?



13. How often did the assignments, projects, discussions, rehearsals, performances, and/or exams seem connected to the course content and goals?



14. In general, the following statement best describes my experience of this course up to this point is:

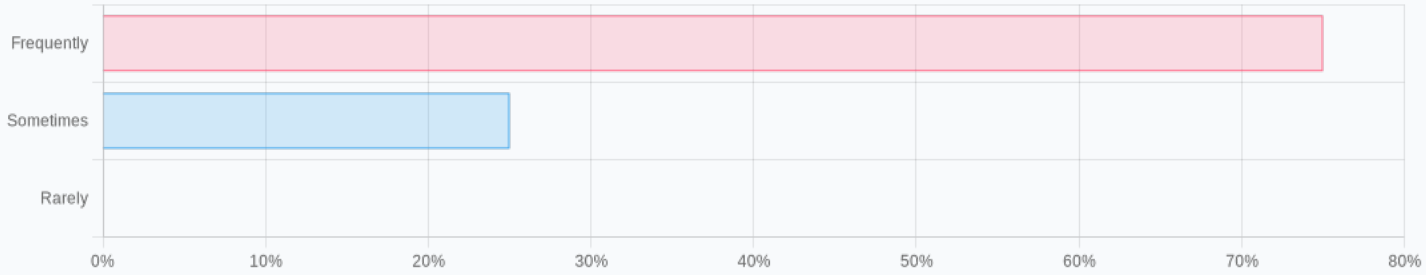


15. If you have additional comments or suggestions about the assignments, reading materials, discussions, online materials, projects, rehearsals, performances, exams, or other learning components in this course, please share them here:

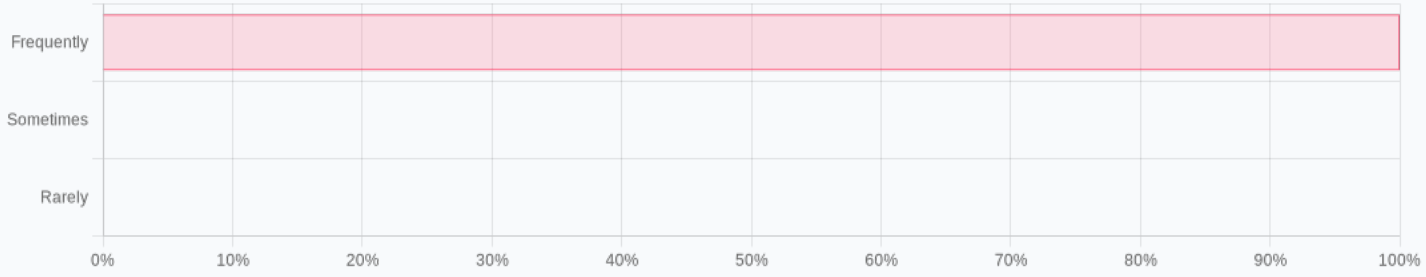
View Comments

Section 4 – Learning Environment

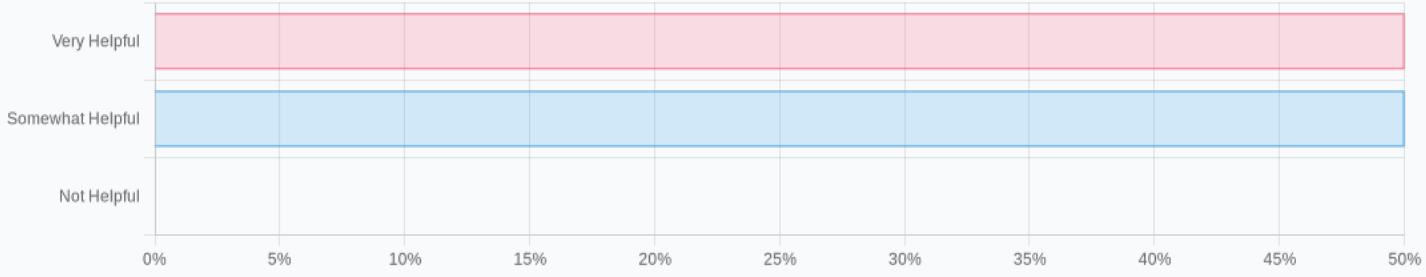
16. To what extent did you feel supported and empowered as you worked to reach the academic goals in this course?



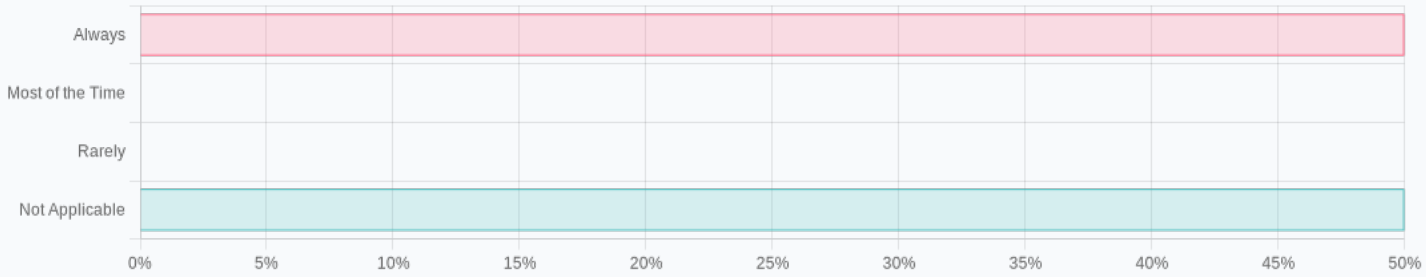
17. How often did you receive feedback on assignments within a timeframe that made it useful for future work?



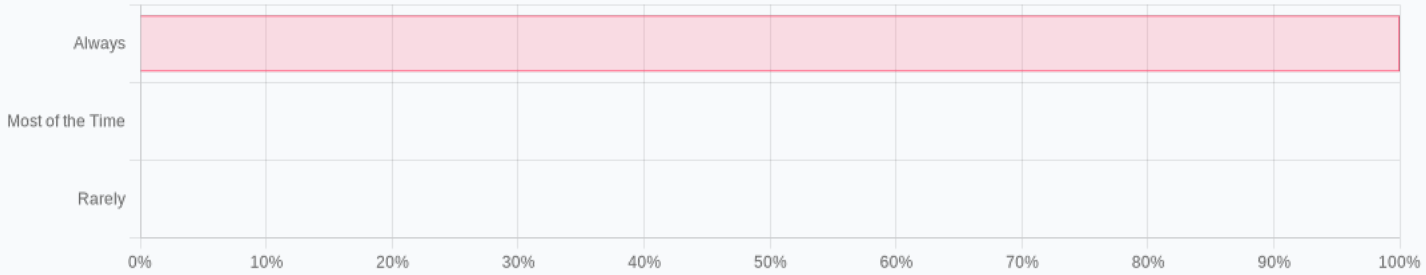
18. How helpful did you find the feedback on the work you completed in this course?



19. How often did you feel safe, heard, and included in class discussions and activities?



20. To what extent did you feel respected, both as an individual student and as a person with your social identities?



21. If you have additional comments or suggestions regarding the learning environment in this course, please share them here:

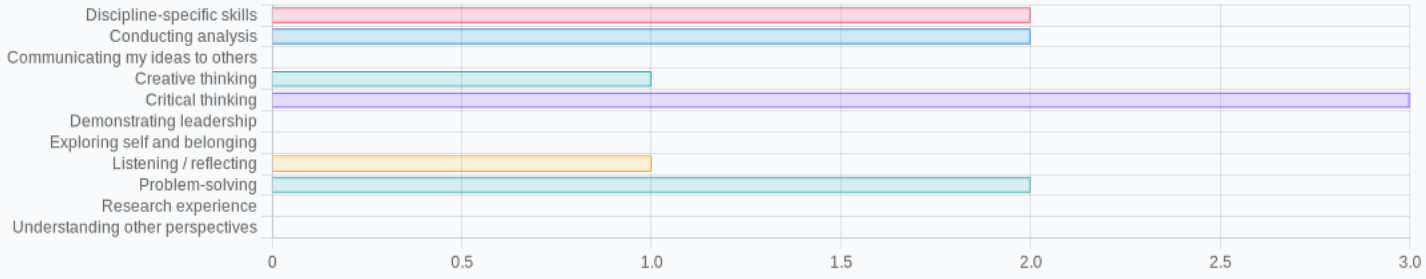
View Comments

22. If you have comments or suggestions regarding inclusion, diversity, and equity in this class, please share them here. These might include comments or suggestions regarding the sources and/or perspectives of material covered in class, student-instructor interactions, or any other aspect of the course that you found particularly positive or negative.

View Comments

Section 5 – Course Impact on Learning

23. Which of the following skills do you think this course helped you develop or improve: (choose all that apply)



24. Which elements of this course had the most positive impact on your engagement and/or learning?

View Comments

25. Which elements of this course could be improved to have a more positive impact on your engagement and/or learning?

View Comments

Comments

5. If you have additional comments about your participation in this course or suggestions about how to make the course more engaging, please share them here:

This course was TOUGH! I wish we had videos to watch that outlines the concepts in the textbooks because I had to watch too many Khan Academy videos to count.

Return to Report

9. If you have additional comments or suggestions about how the course or the course website/Canvas was organized, please share them here:

No comments submitted

Return to Report

15. If you have additional comments or suggestions about the assignments, reading materials, discussions, online materials, projects, rehearsals, performances, exams, or other learning components in this course, please share them here:

There were minimal assignments, but trying to understand the content was really rough.

Return to Report

21. If you have additional comments or suggestions regarding the learning environment in this course, please share them here:

No comments submitted

Return to Report

22. If you have comments or suggestions regarding inclusion, diversity, and equity in this class, please share them here. These might include comments or suggestions regarding the sources and/or perspectives of material covered in class, student-instructor interactions, or any other aspect of the course that you found particularly positive or negative.

No comments submitted

Return to Report

24. Which elements of this course had the most positive impact on your engagement and/or learning?

the LearnSmart assignments and Case Studies were helpful

Return to Report

25. Which elements of this course could be improved to have a more positive impact on your engagement and/or learning?

I still don't know if I even understand statistics. I just knew enough to get an A, but it's not longterm knowledge.

Return to Report

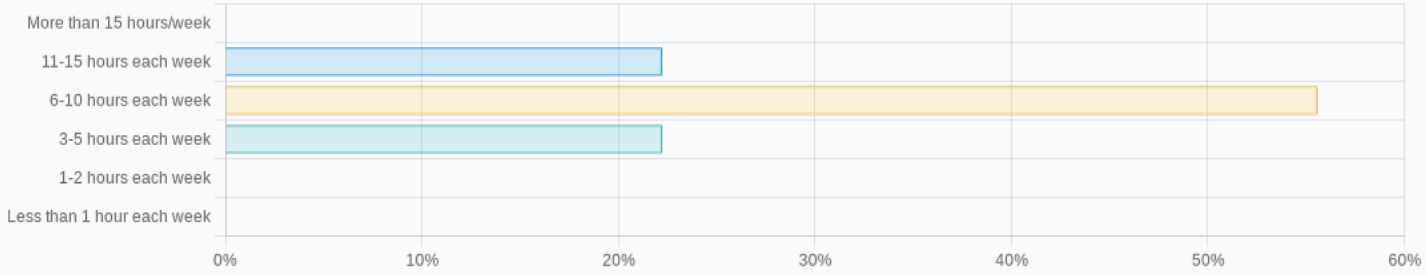
Course Reflection Survey

The UNIVERSITY of OKLAHOMA

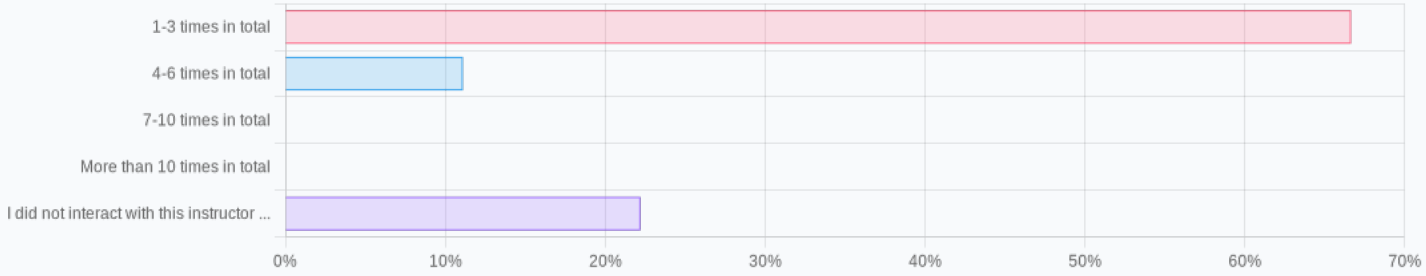
Term: Summer 2024
Course: ECON 2843-300: Elements of Statistics
Instructor: Mahla Shourian
Instructional Method: Synchronous video conf/remote
Total Responses: 9 out of 13

Section 1 – Student Engagement

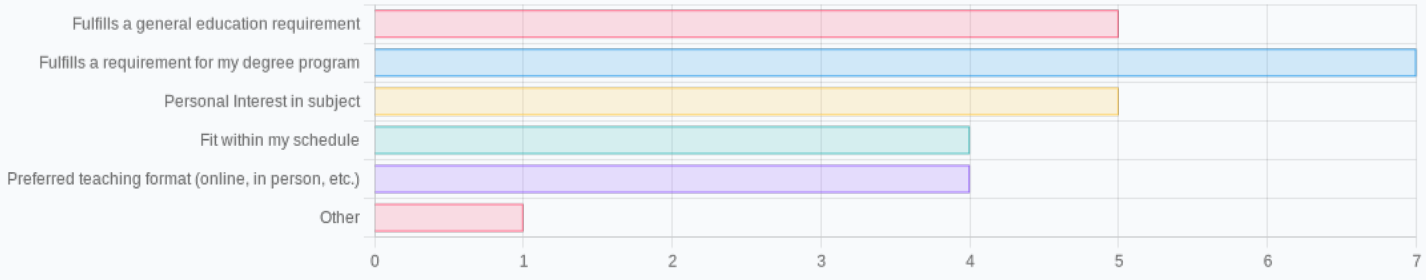
1. How many hours per week did you spend engaged with this class (attending class, participating on discussion boards, reading, studying, projects, etc.)?



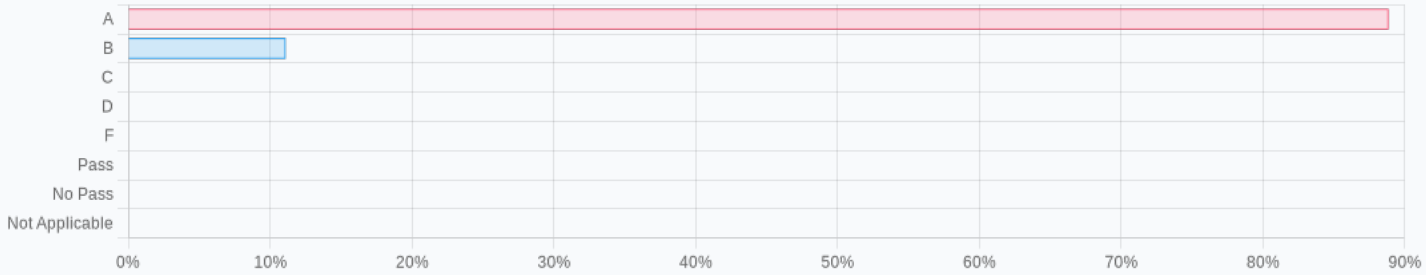
2. Approximately how many times did you interact with *Mahla Shourian* outside of class (e.g. by email, office hours, online video meeting, etc.)?



3. Why did you enroll in this course? (choose all that apply)



4. What grade do you expect to earn in this course?

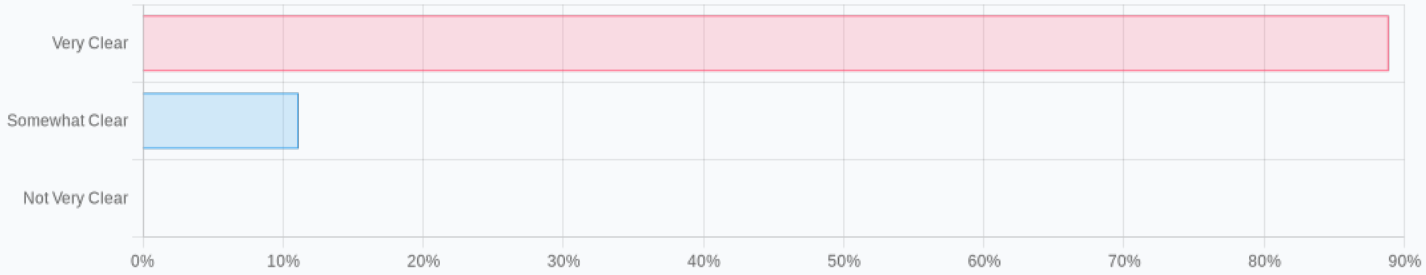


5. If you have additional comments about your participation in this course or suggestions about how to make the course more engaging, please share them here:

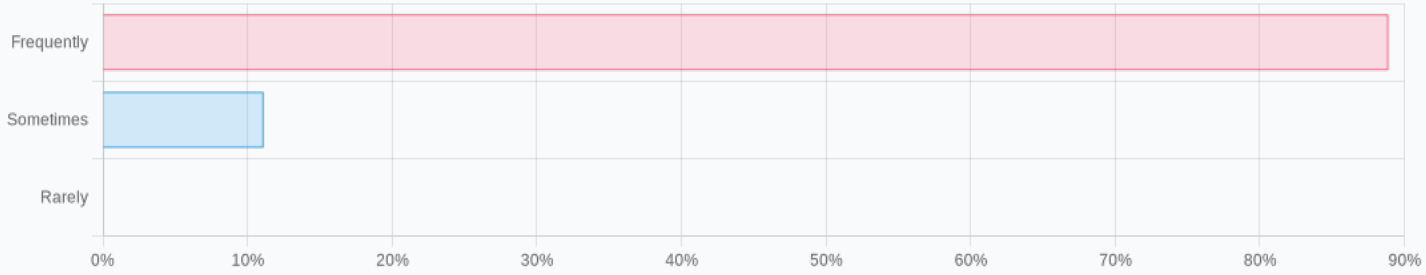
View Comments

Section 2 – Course Organization

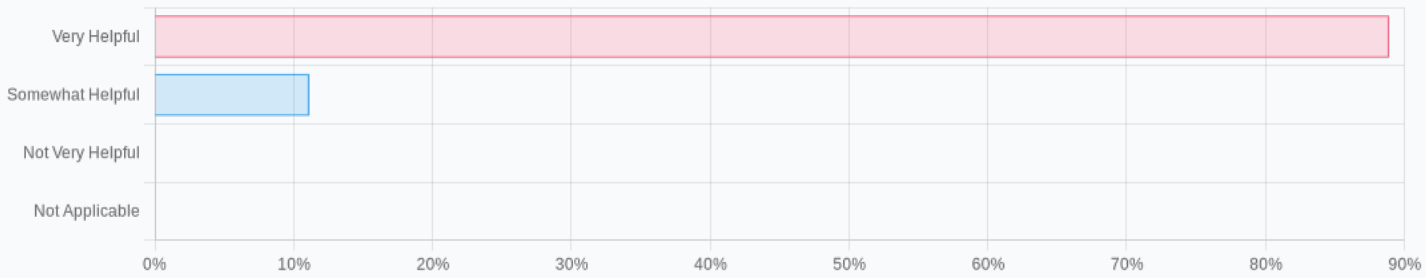
6. To what extent were the expectations and grading scheme for assignments and the overall course made clear?



7. To what extent did *Mahla Shourian* appear to be organized and prepared for student interactions?



8. To what extent was the course website/Canvas helpful?

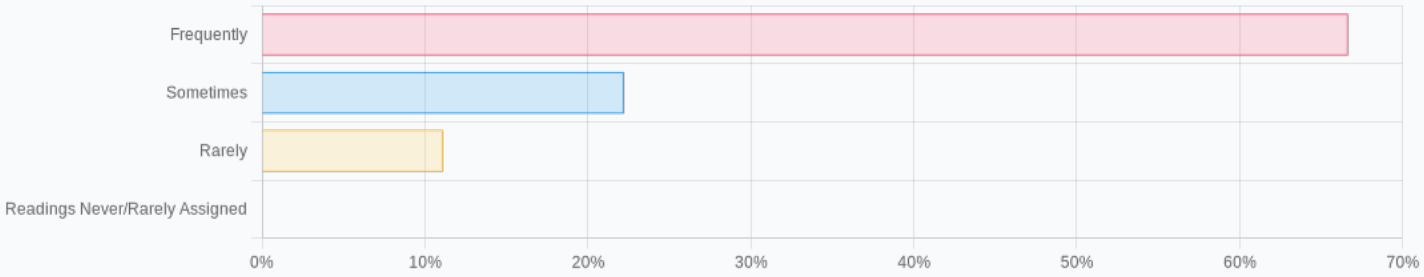


9. If you have additional comments or suggestions about how the course or the course website/Canvas was organized, please share them here:

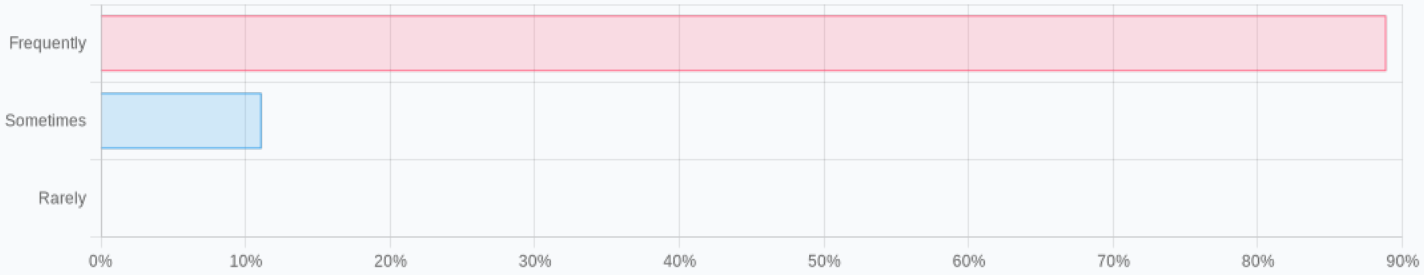
View Comments

Section 3 – Student Learning Experience

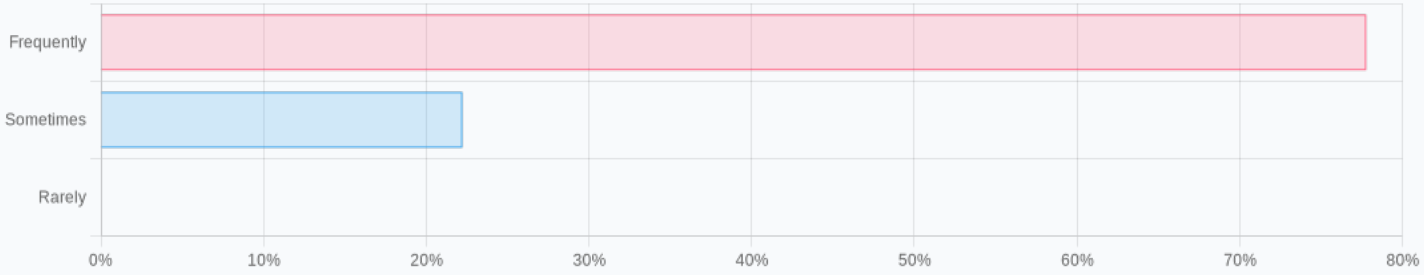
10. To what extent were the reading assignments and/or online instructional materials beneficial to your learning?



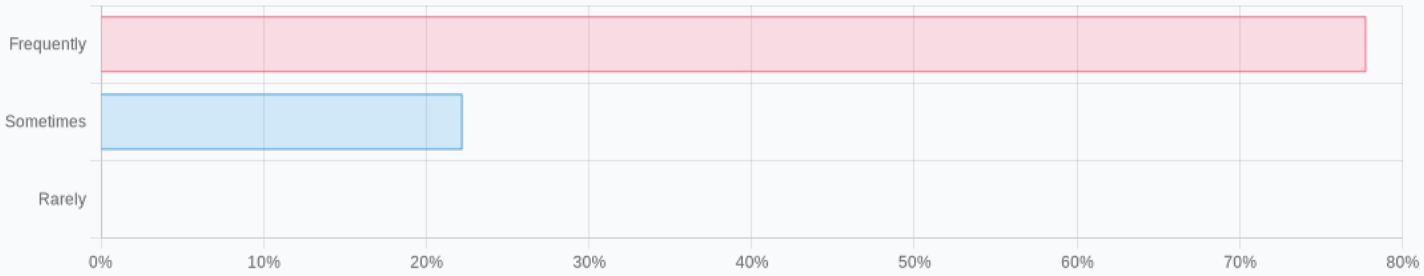
11. To what extent did *Mahla Shourian* explain or demonstrate the larger purpose or value of the material covered in this course?



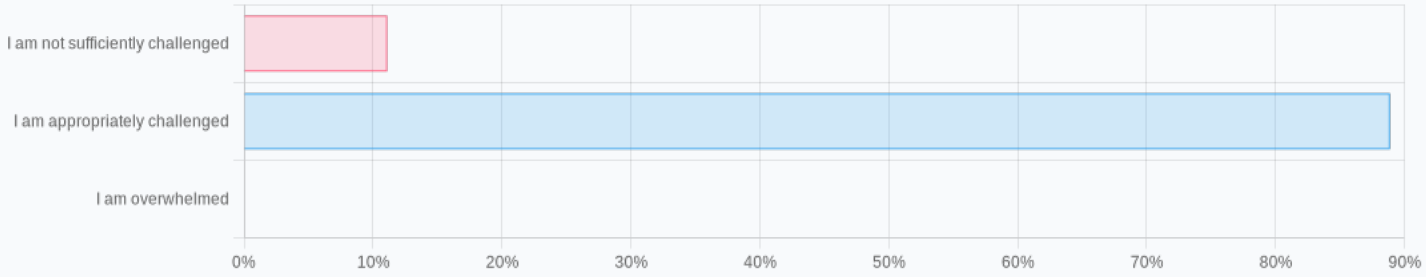
12. To what extent did *Mahla Shourian* use a variety of examples or approaches to illustrate concepts?



13. How often did the assignments, projects, discussions, rehearsals, performances, and/or exams seem connected to the course content and goals?



14. In general, the following statement best describes my experience of this course up to this point is:

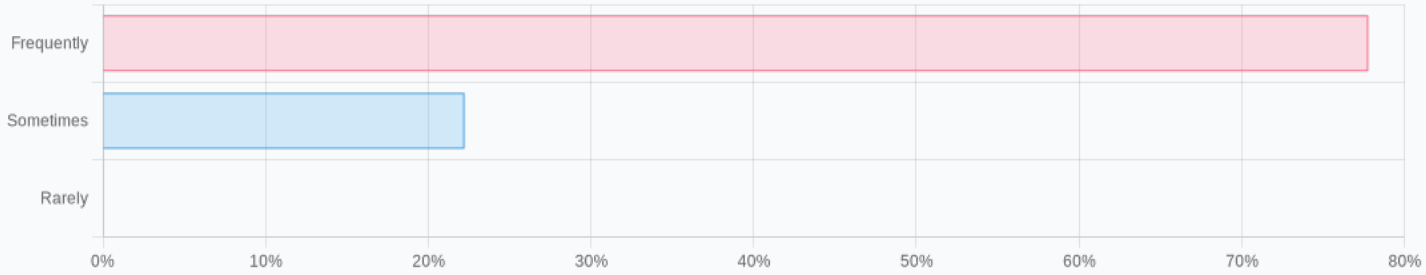


15. If you have additional comments or suggestions about the assignments, reading materials, discussions, online materials, projects, rehearsals, performances, exams, or other learning components in this course, please share them here:

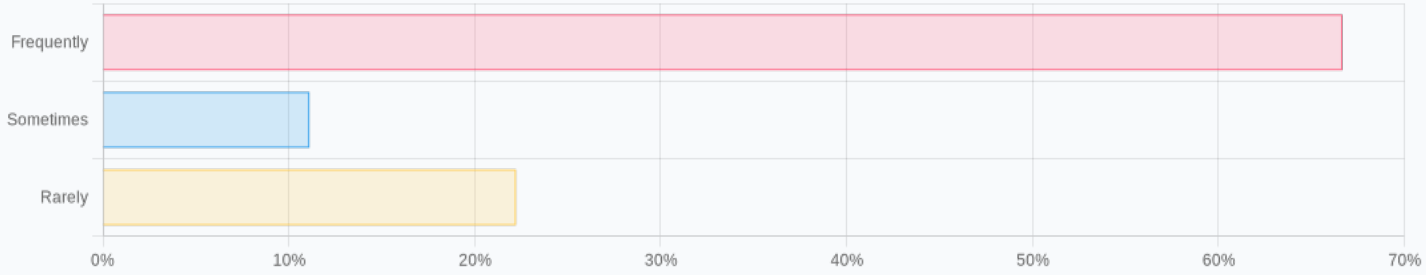
View Comments

Section 4 – Learning Environment

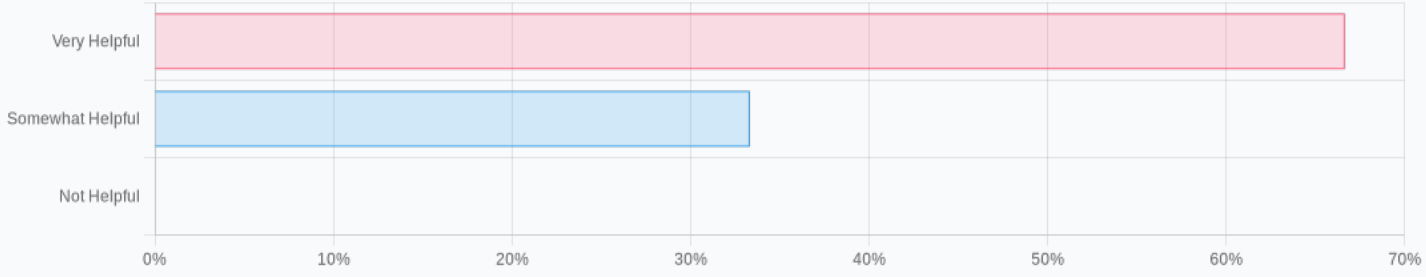
16. To what extent did you feel supported and empowered as you worked to reach the academic goals in this course?



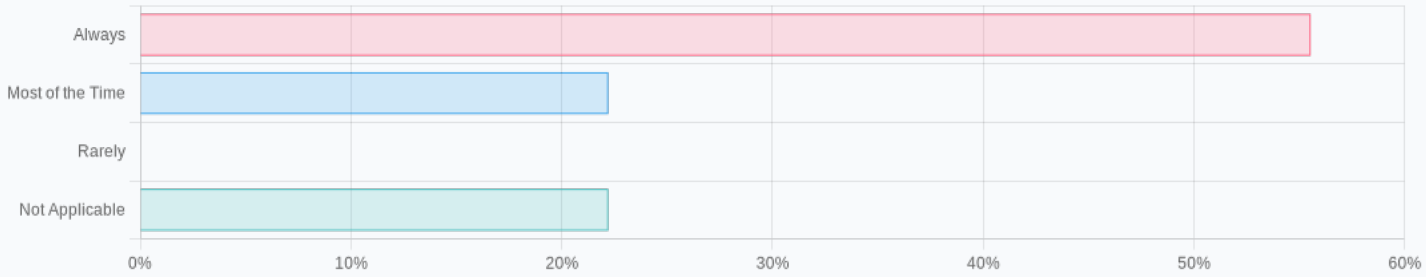
17. How often did you receive feedback on assignments within a timeframe that made it useful for future work?



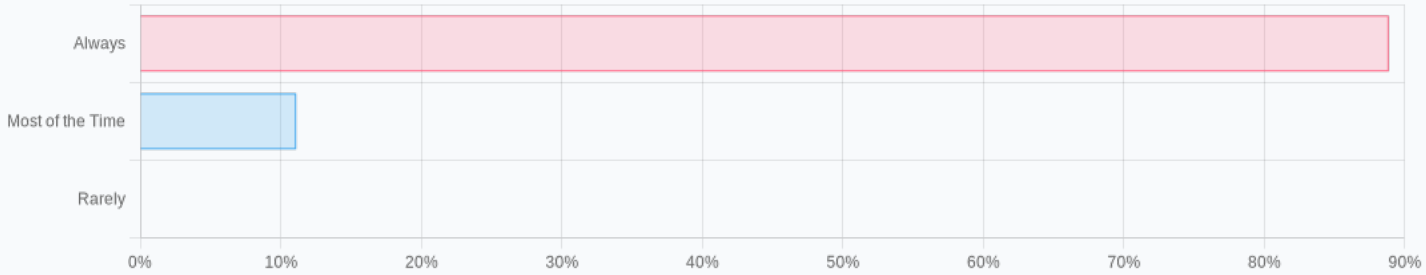
18. How helpful did you find the feedback on the work you completed in this course?



19. How often did you feel safe, heard, and included in class discussions and activities?



20. To what extent did you feel respected, both as an individual student and as a person with your social identities?

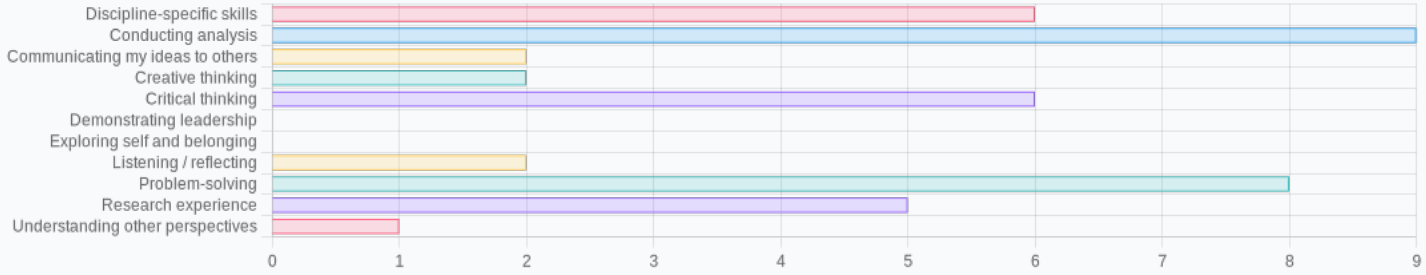


21. If you have additional comments or suggestions regarding the learning environment in this course, please share them here:

View Comments

Section 5 – Course Impact on Learning

22. Which of the following skills do you think this course helped you develop or improve: (choose all that apply)



23. Which elements of this course had the most positive impact on your engagement and/or learning?

View Comments

24. Which elements of this course could be improved to have a more positive impact on your engagement and/or learning?

View Comments

Comments

5. If you have additional comments about your participation in this course or suggestions about how to make the course more engaging, please share them here:

i enjoyed it at first but began to stress about the deadlines for some reason then i would procrastinate until i had to turn it in.

Return to Report

---

9. If you have additional comments or suggestions about how the course or the course website/Canvas was organized, please share them here:

No comments submitted

Return to Report

---

15. If you have additional comments or suggestions about the assignments, reading materials, discussions, online materials, projects, rehearsals, performances, exams, or other learning components in this course, please share them here:

No comments submitted

Return to Report

---

21. If you have additional comments or suggestions regarding the learning environment in this course, please share them here:

Always made sure we understood concepts and added in practice exercises to give as a better understanding. Explained every step, making it easy to follow.

Return to Report

---

23. Which elements of this course had the most positive impact on your engagement and/or learning?

The elements that had the most positive impact on me were critical thinking and problem-solving.

I found the virtual lectures to be helpful, especially as they related to the information in the textbook and the accompanying assignments. I also appreciated the fact that all assignments and due dates were communicated in advance, to enable me to better organize my schedule.

Professor was easily accessible and really made an effort to make sure we understood lessons.

Return to Report

---

24. Which elements of this course could be improved to have a more positive impact on your engagement and/or learning?

The elements that I could improve on were creative thinking and listening / reflecting.

I would have liked for some of the sample test questions to have had clearer explanations included with their answers.

N/A

Return to Report

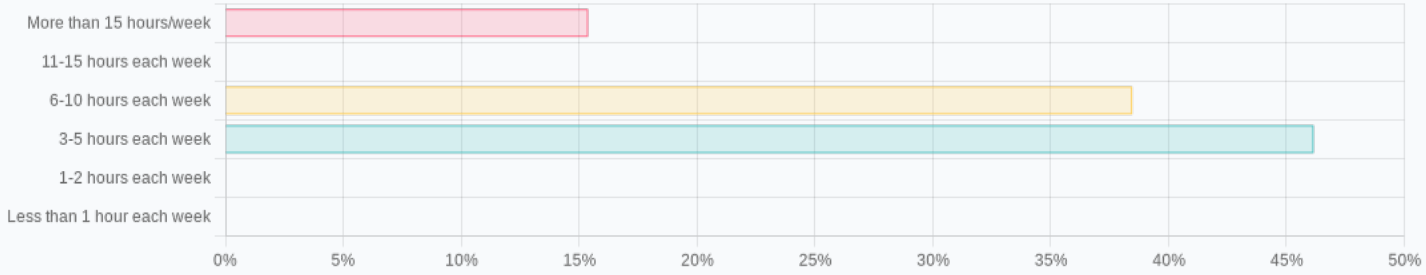
Course Reflection Survey

The UNIVERSITY of OKLAHOMA

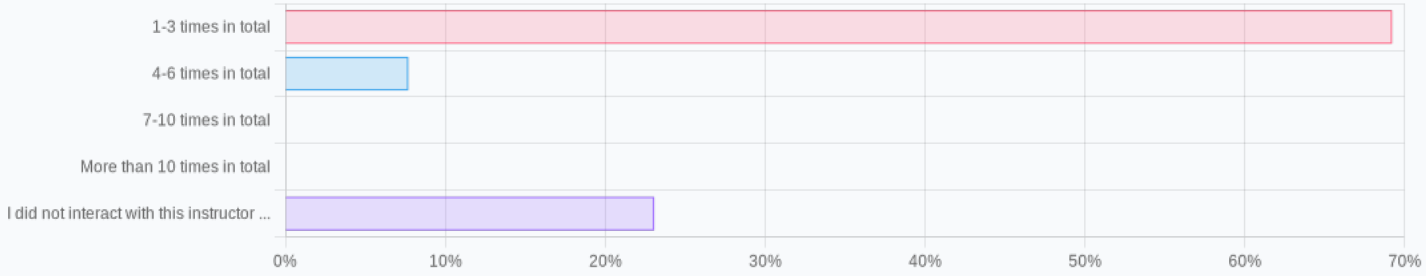
Term: Fall 2024
Course: ECON 2843-850: Elements of Statistics
Instructor: Mahla Shourian
Instructional Method: Asynchronous online
Total Responses: 13 out of 28

Section 1 – Student Engagement

1. How many hours per week did you spend engaged with this class (attending class, participating on discussion boards, reading, studying, projects, etc.)?



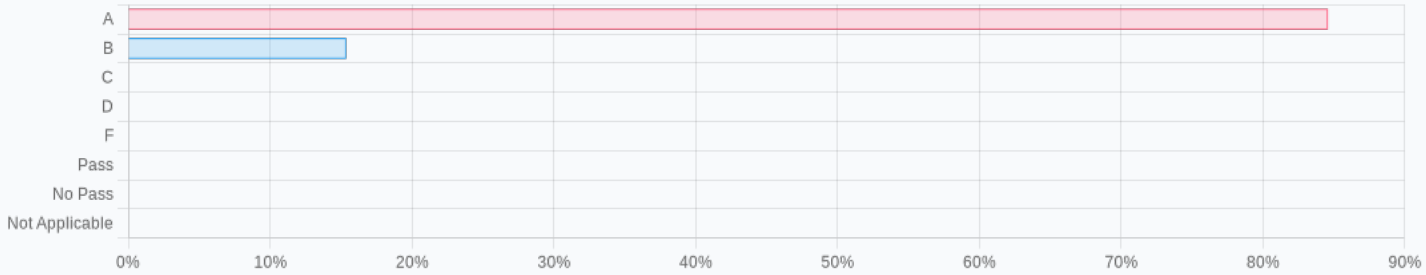
2. Approximately how many times did you interact with *Mahla Shourian* outside of class (e.g. by email, office hours, online video meeting, etc.)?



3. Why did you enroll in this course? (choose all that apply)



4. What grade do you expect to earn in this course?

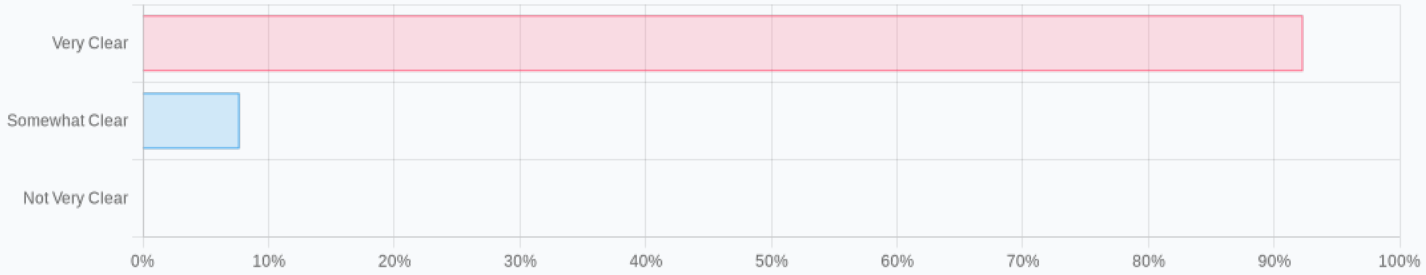


5. If you have additional comments about your participation in this course or suggestions about how to make the course more engaging, please share them here:

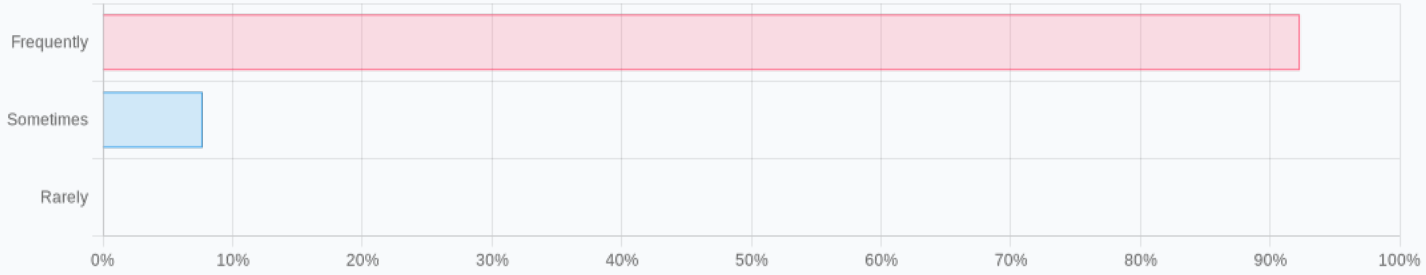
View Comments

Section 2 – Course Organization

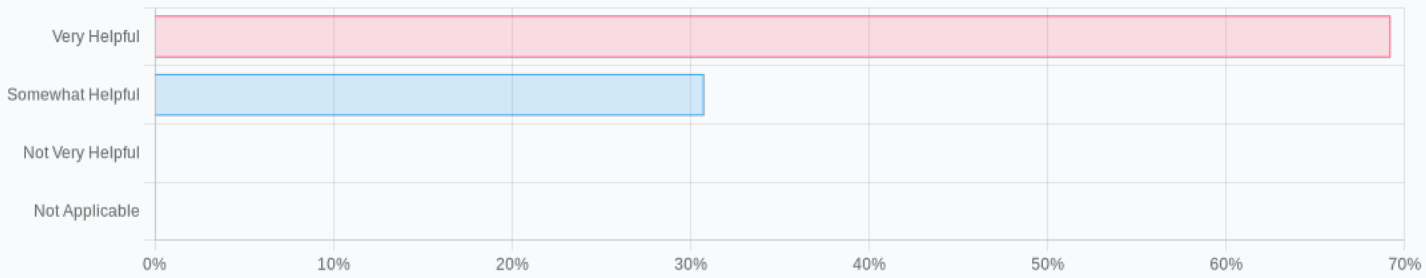
6. To what extent were the expectations and grading scheme for assignments and the overall course made clear?



7. To what extent did *Mahla Shourian* appear to be organized and prepared for student interactions?



8. To what extent was the course website/Canvas helpful?

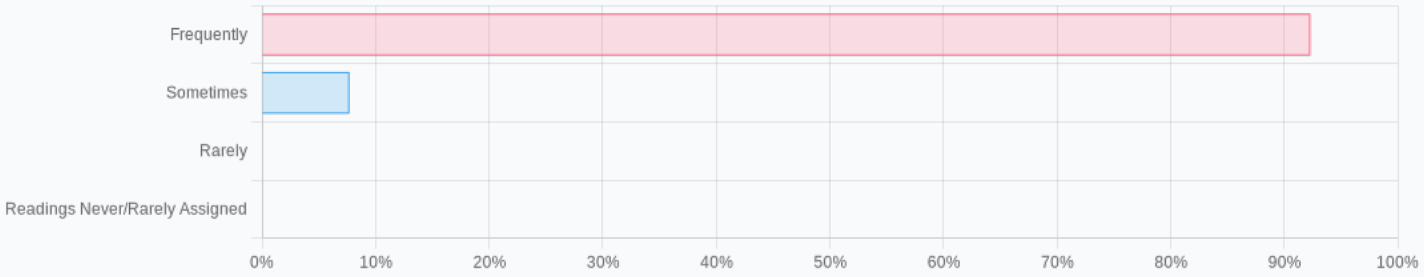


9. If you have additional comments or suggestions about how the course or the course website/Canvas was organized, please share them here:

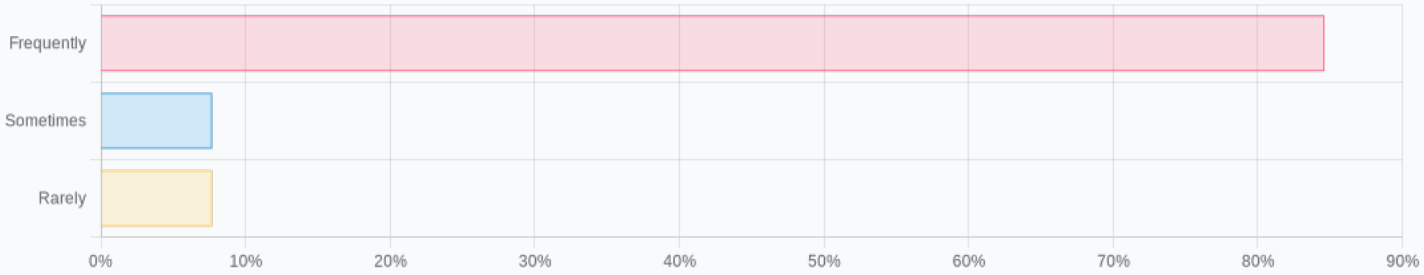
View Comments

Section 3 – Student Learning Experience

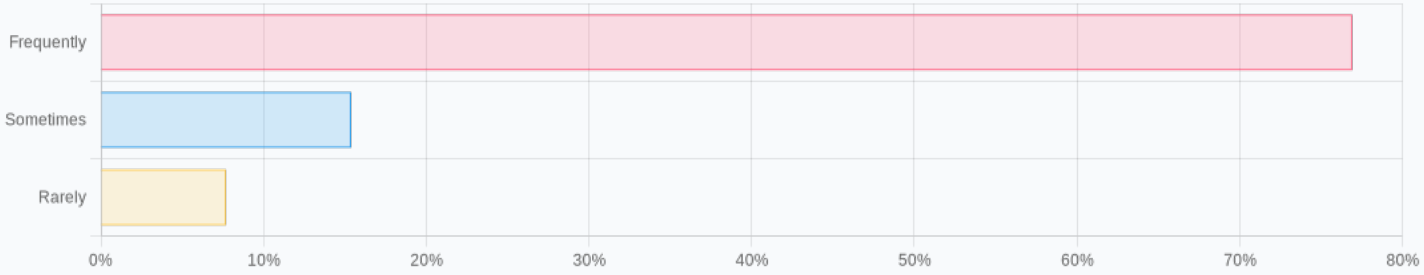
10. To what extent were the reading assignments and/or online instructional materials beneficial to your learning?



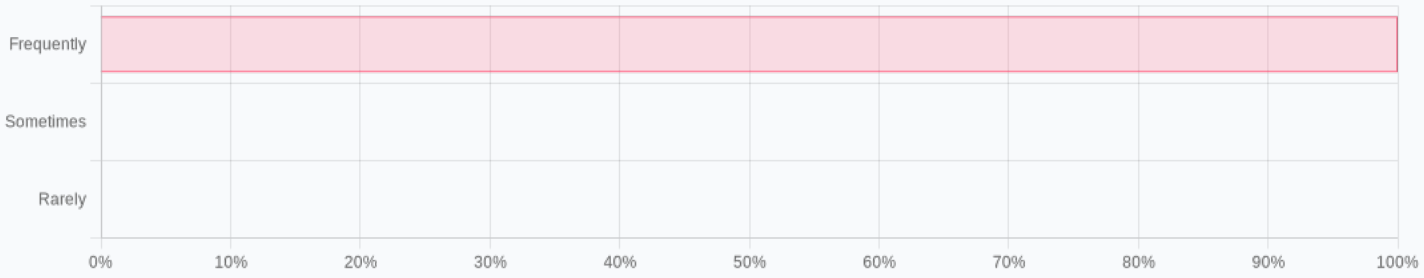
11. To what extent did *Mahla Shourian* explain or demonstrate the larger purpose or value of the material covered in this course?



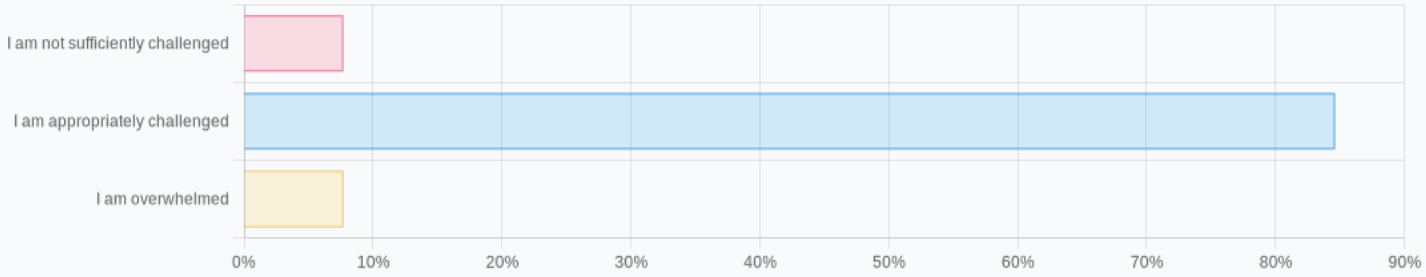
12. To what extent did *Mahla Shourian* use a variety of examples or approaches to illustrate concepts?



13. How often did the assignments, projects, discussions, rehearsals, performances, and/or exams seem connected to the course content and goals?



14. In general, the following statement best describes my experience of this course up to this point is:

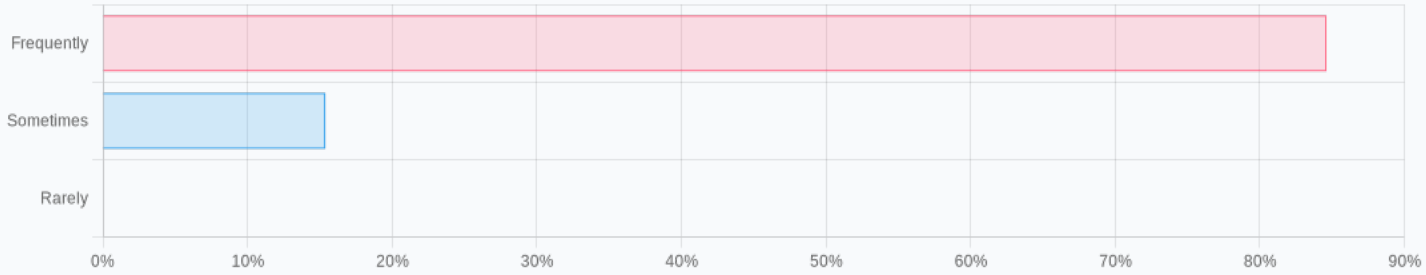


15. If you have additional comments or suggestions about the assignments, reading materials, discussions, online materials, projects, rehearsals, performances, exams, or other learning components in this course, please share them here:

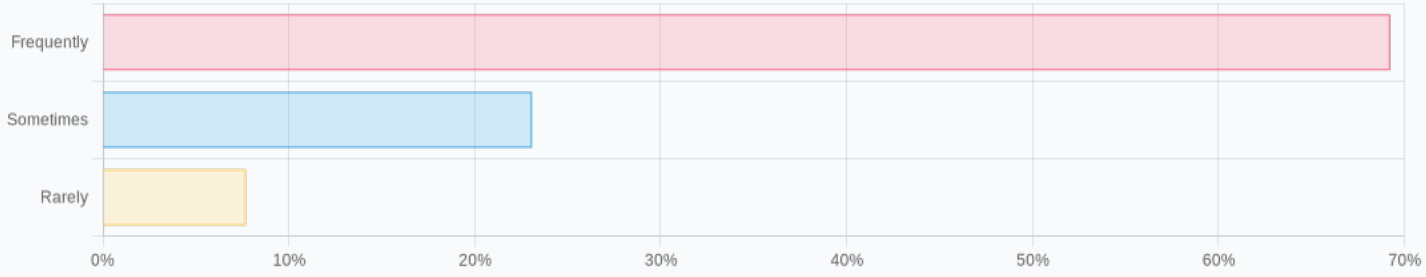
View Comments

Section 4 – Learning Environment

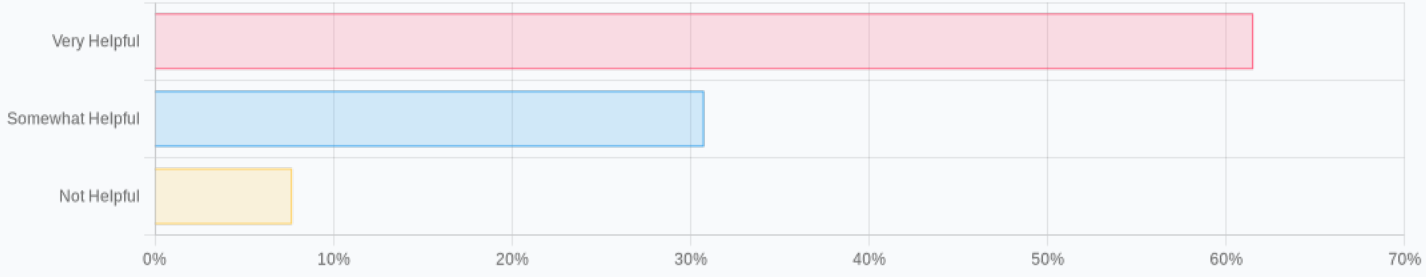
16. To what extent did you feel supported and empowered as you worked to reach the academic goals in this course?



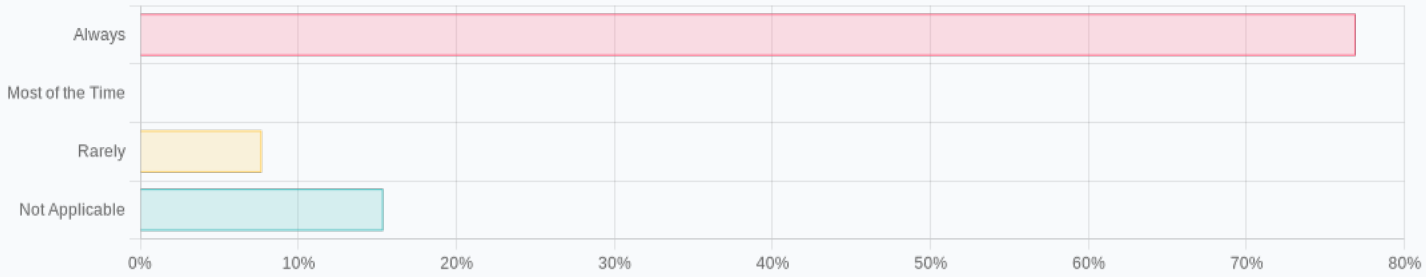
17. How often did you receive feedback on assignments within a timeframe that made it useful for future work?



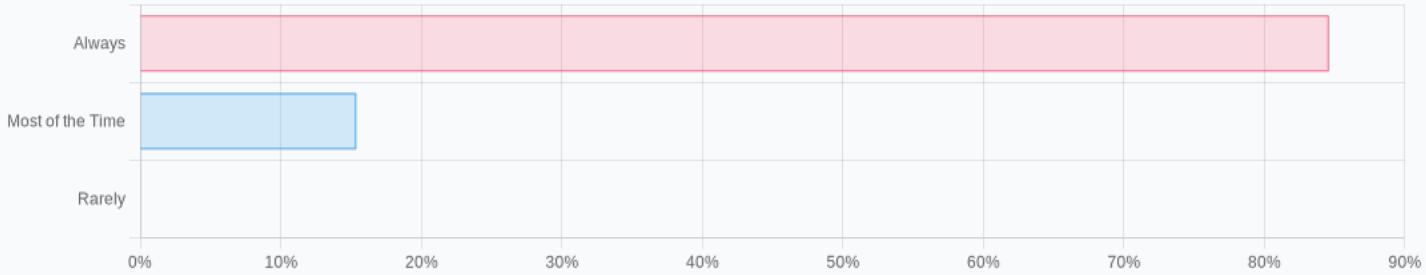
18. How helpful did you find the feedback on the work you completed in this course?



19. How often did you feel safe, heard, and included in class discussions and activities?



20. To what extent did you feel respected, both as an individual student and as a person with your social identities?

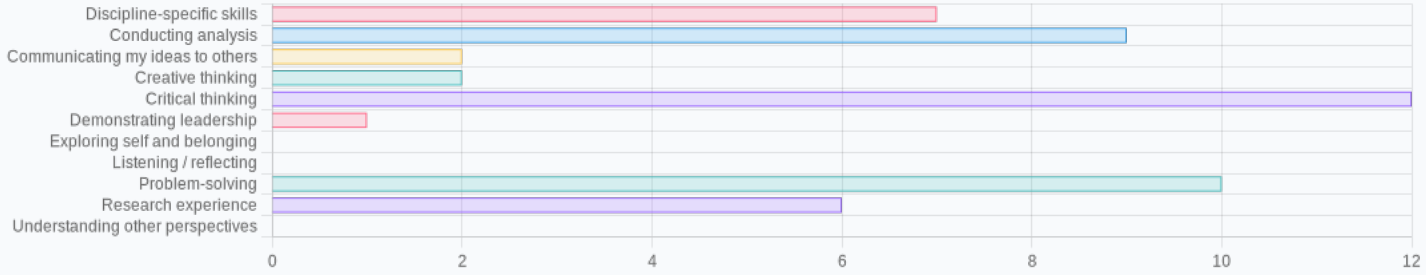


21. If you have additional comments or suggestions regarding the learning environment in this course, please share them here:

View Comments

Section 5 – Course Impact on Learning

22. Which of the following skills do you think this course helped you develop or improve: (choose all that apply)



23. Which elements of this course had the most positive impact on your engagement and/or learning?

View Comments

24. Which elements of this course could be improved to have a more positive impact on your engagement and/or learning?

View Comments

Comments

5. If you have additional comments about your participation in this course or suggestions about how to make the course more engaging, please share them here:

Professor Shourian was wonderful, I had some issues with the course materials I purchased (I purchased the OU One recommended 5th edition textbook which did not get me access to the 4th Edition textbook course that was registered for the class) and she was willing to work with me and communicate with me as I navigated fixing the issue.

N/A

none

Return to Report

---

9. If you have additional comments or suggestions about how the course or the course website/Canvas was organized, please share them here:

N/A

none

Return to Report

---

15. If you have additional comments or suggestions about the assignments, reading materials, discussions, online materials, projects, rehearsals, performances, exams, or other learning components in this course, please share them here:

N/A

none

Return to Report

---

21. If you have additional comments or suggestions regarding the learning environment in this course, please share them here:

N/A

none

Return to Report

---

23. Which elements of this course had the most positive impact on your engagement and/or learning?

I believe the Case Studies made a great impact - it allowed us to see and practice the material learned in the course in real time and in a realistic way (using Excel). I believe it was great experience.

The case studies that I had to complete

The sample test question assignments had the biggest impact on my engagement and learning as it really made me think about the questions.

Critical Thinking

critical thinking

The active connection assignmen5s

Return to Report

24. Which elements of this course could be improved to have a more positive impact on your engagement and/or learning?

I will always be upset that we no longer have the option of purchasing a physical textbook (there's something so capitalistic about purchasing access to an online book that will expire at the end of the semester), but the online learning practices and practice tests were helpful.

Test Sample questions

Maybe better communication between teacher and student.

Research Experience

none

Nothing

Return to Report

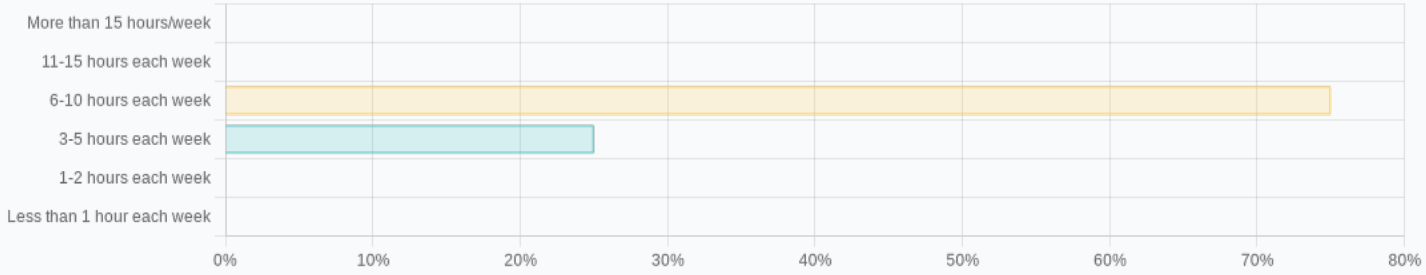
Course Reflection Survey

The UNIVERSITY of OKLAHOMA

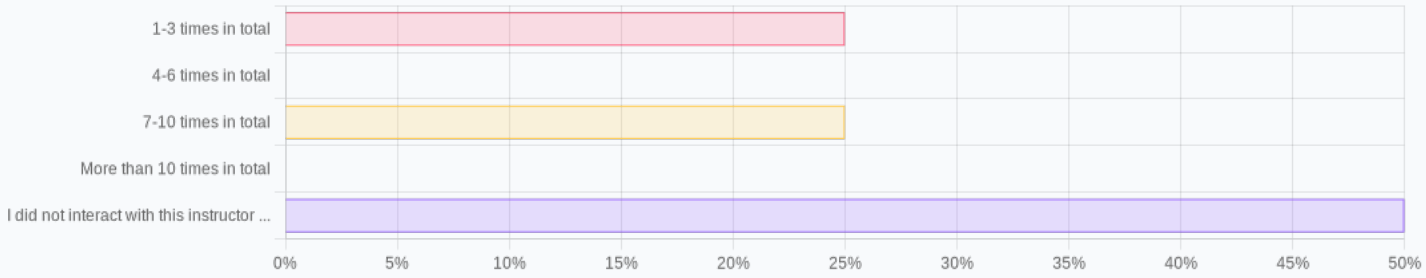
Term: Summer 2025
Course: ECON 2843-200: Elements of Statistics
Instructor: Mahla Shourian
Instructional Method: Synchronous video conf/remote
Total Responses: 4 out of 16

Section 1 – Student Engagement

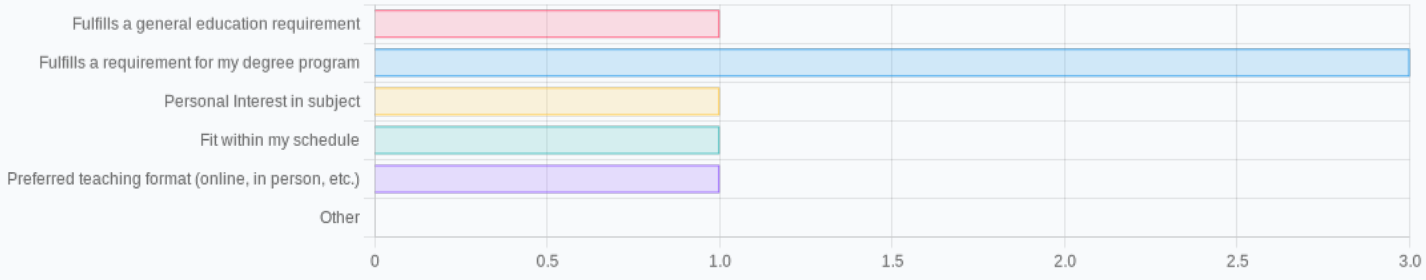
1. How many hours per week did you spend engaged with this class (attending class, participating on discussion boards, reading, studying, projects, etc.)?



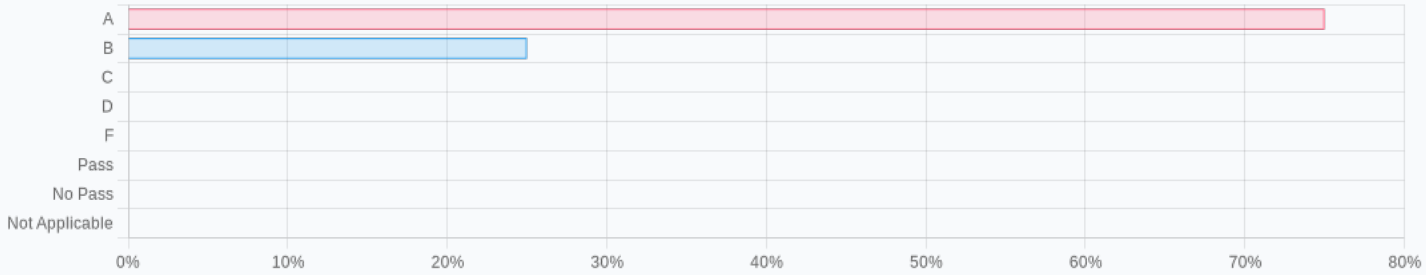
2. Approximately how many times did you interact with *Mahla Shourian* outside of class (e.g. by email, office hours, online video meeting, etc.)?



3. Why did you enroll in this course? (choose all that apply)



4. What grade do you expect to earn in this course?

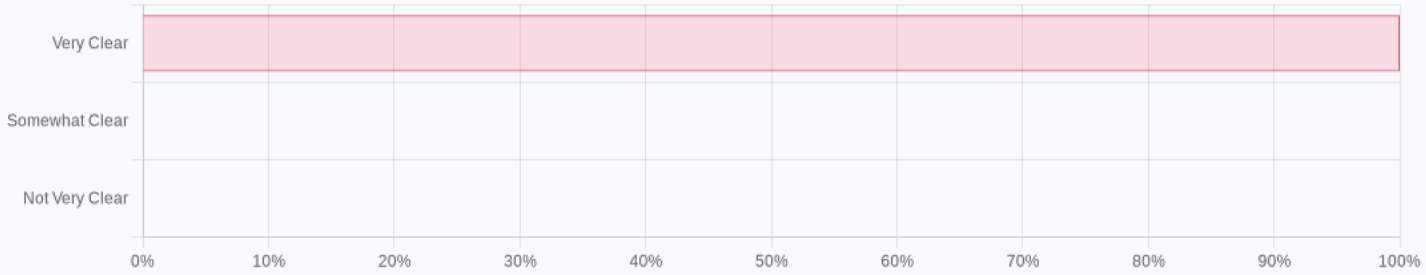


5. If you have additional comments about your participation in this course or suggestions about how to make the course more engaging, please share them here:

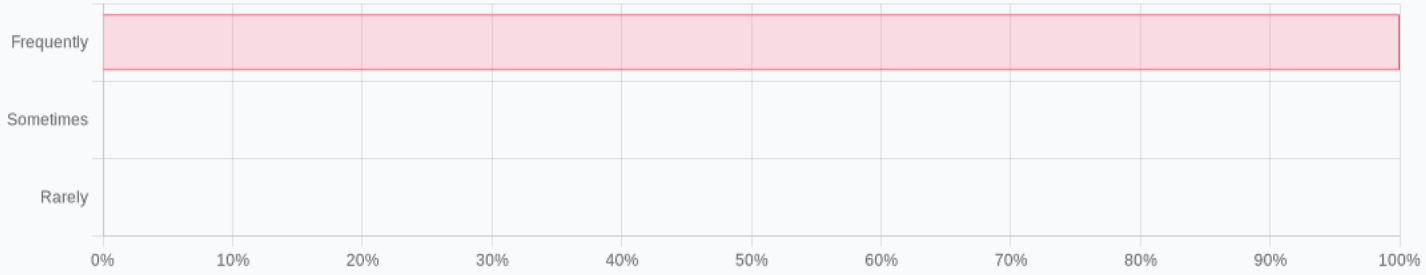
View Comments

Section 2 – Course Organization

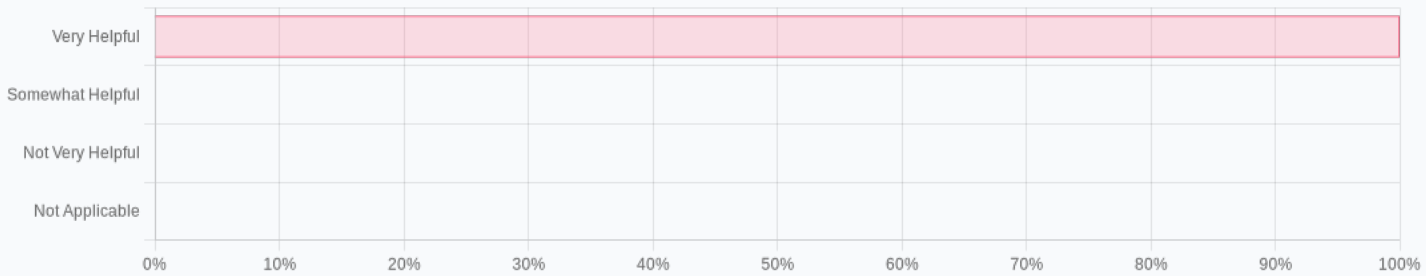
6. To what extent were the expectations and grading scheme for assignments and the overall course made clear?



7. To what extent did *Mahla Shourian* appear to be organized and prepared for student interactions?



8. To what extent was the course website/Canvas helpful?

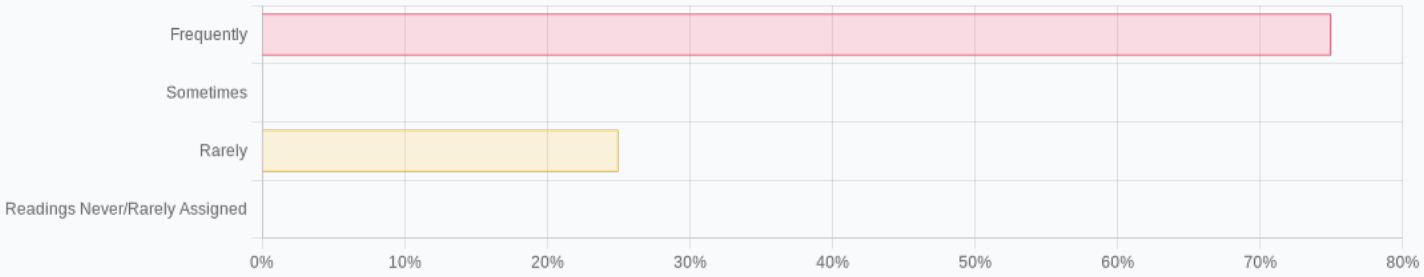


9. If you have additional comments or suggestions about how the course or the course website/Canvas was organized, please share them here:

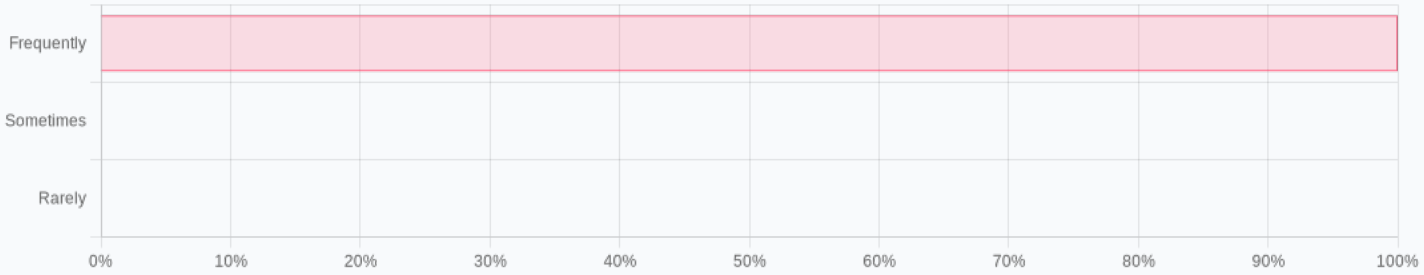
View Comments

Section 3 – Student Learning Experience

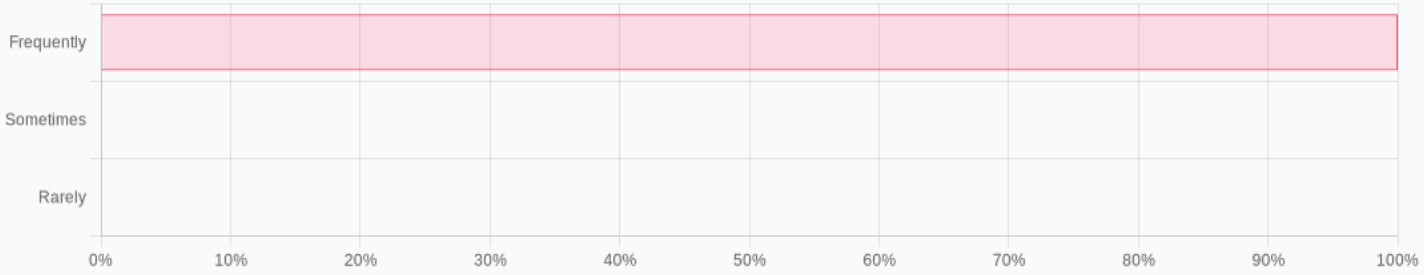
10. To what extent were the reading assignments and/or online instructional materials beneficial to your learning?



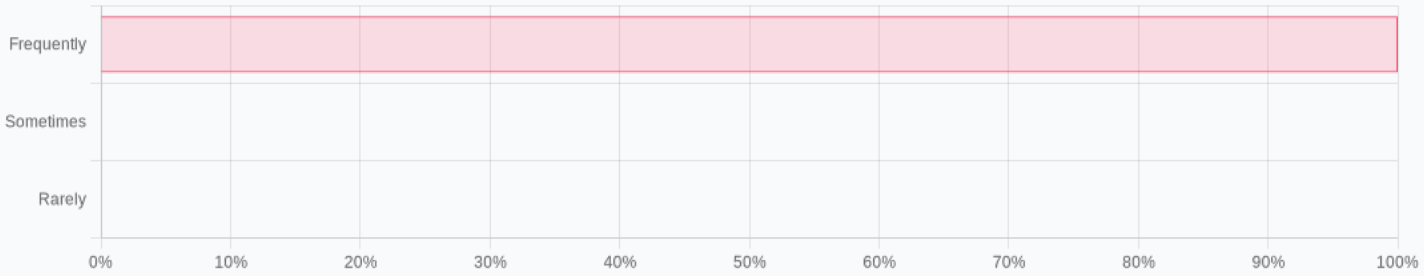
11. To what extent did *Mahla Shourian* explain or demonstrate the larger purpose or value of the material covered in this course?



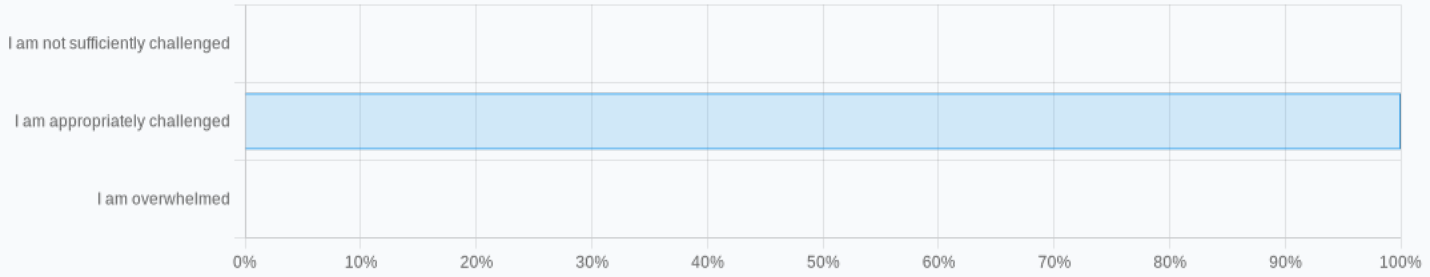
12. To what extent did *Mahla Shourian* use a variety of examples or approaches to illustrate concepts?



13. How often did the assignments, projects, discussions, rehearsals, performances, and/or exams seem connected to the course content and goals?



14. In general, the following statement best describes my experience of this course up to this point is:

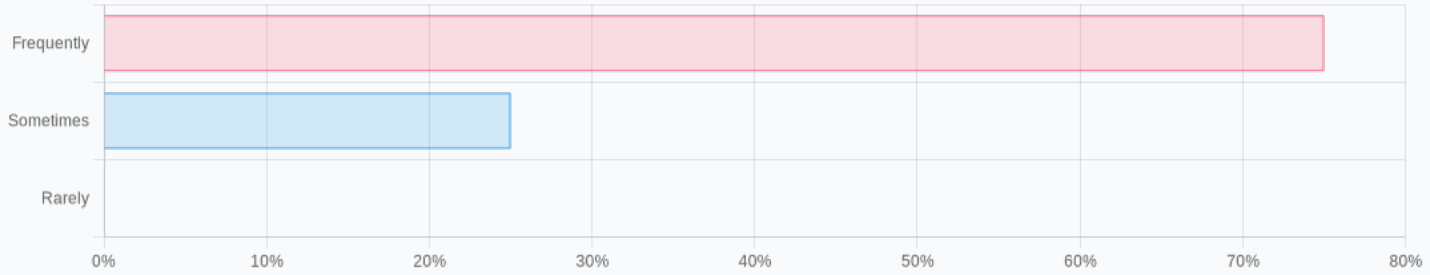


15. If you have additional comments or suggestions about the assignments, reading materials, discussions, online materials, projects, rehearsals, performances, exams, or other learning components in this course, please share them here:

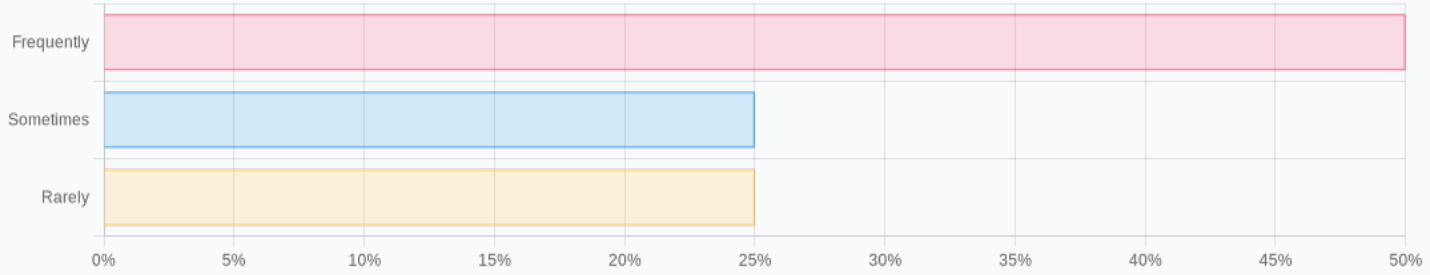
View Comments

Section 4 – Learning Environment

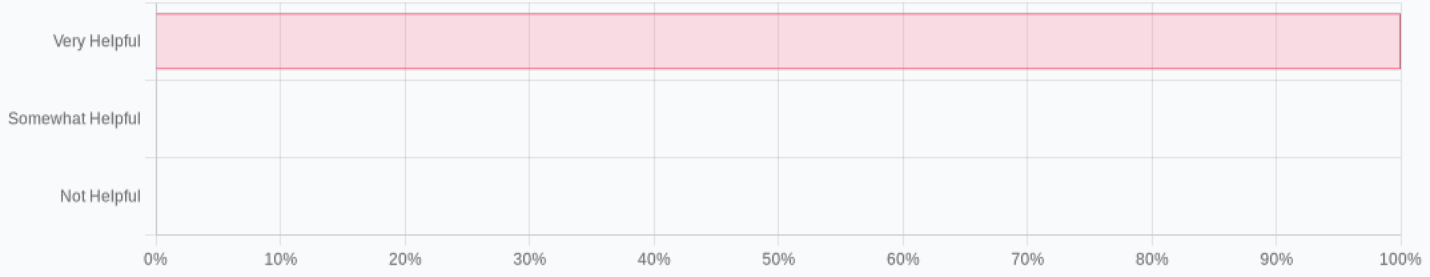
16. To what extent did you feel supported and empowered as you worked to reach the academic goals in this course?



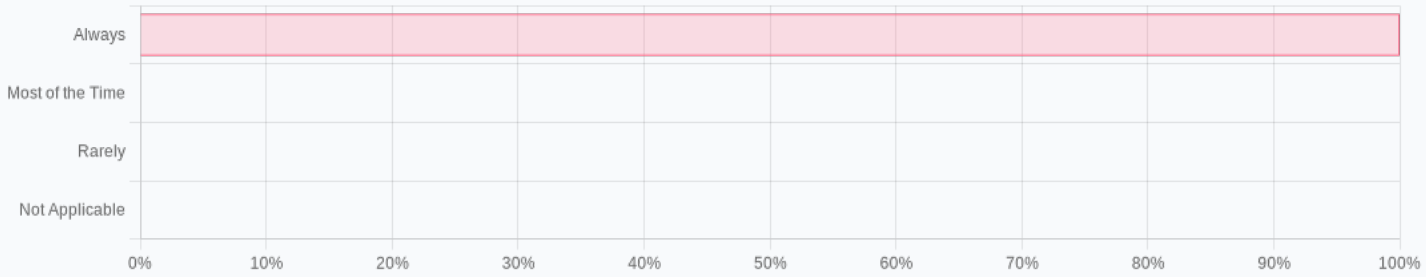
17. How often did you receive feedback on assignments within a timeframe that made it useful for future work?



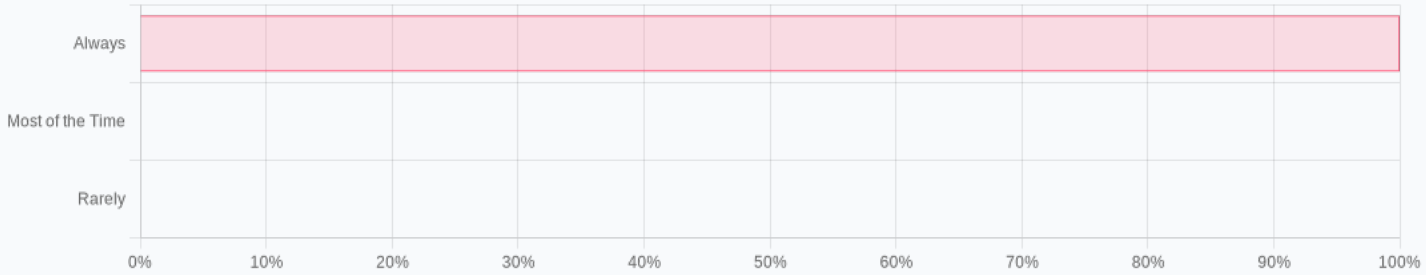
18. How helpful did you find the feedback on the work you completed in this course?



19. How often did you feel safe, heard, and included in class discussions and activities?



20. To what extent did you feel respected, both as an individual student and as a person with your social identities?

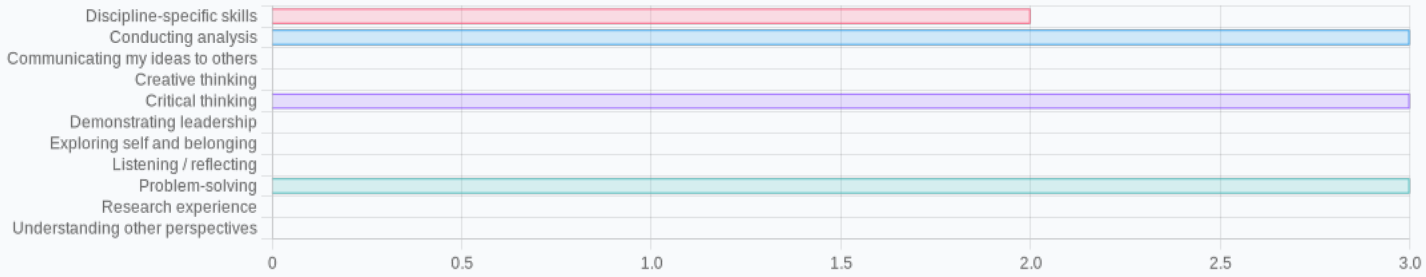


21. If you have additional comments or suggestions regarding the learning environment in this course, please share them here:

View Comments

Section 5 – Course Impact on Learning

22. Which of the following skills do you think this course helped you develop or improve: (choose all that apply)



23. Which elements of this course had the most positive impact on your engagement and/or learning?

View Comments

24. Which elements of this course could be improved to have a more positive impact on your engagement and/or learning?

View Comments

Comments

5. If you have additional comments about your participation in this course or suggestions about how to make the course more engaging, please share them here:

N/A

Return to Report

9. If you have additional comments or suggestions about how the course or the course website/Canvas was organized, please share them here:

N/A

Return to Report

15. If you have additional comments or suggestions about the assignments, reading materials, discussions, online materials, projects, rehearsals, performances, exams, or other learning components in this course, please share them here:

N/A

Return to Report

21. If you have additional comments or suggestions regarding the learning environment in this course, please share them here:

N/A

Return to Report

23. Which elements of this course had the most positive impact on your engagement and/or learning?

examples

The problem solving elements because it required me to take my time and understand what I was learning.

N/A

Return to Report

24. Which elements of this course could be improved to have a more positive impact on your engagement and/or learning?

This course was honestly one of the best ones I have taken at OU.

Understanding variables in the formulas

I have a tendency to rush through things and I believe that if I really took the time to understand something I don’t, it will be very useful in the future.

N/A

Return to Report