Investigation Log

CONFIDENTIAL

Honor Committee
University of Virginia

Case: 13-XX

Investigators:
Tyler Pitt, ARCH 2015
Henley Hopkinson, CLAS 2015
Investigation Summary
Case# 13-XX

Investigators: Tyler Pitt and Henley Hopkinson

**Background Information:** Evan Behrle was enrolled in ECON 1111 in the Spring of 2013. The course was lecture based taught by Professor Wengel. The Midterm was take-home and worth 25% of the overall grade. The Final Exam was on April 16th at 1200pm. During the Final Exam Conor O’Boyle, a student in ECON 1111 noticed what he thought was Evan Behrle copying off Andrea Chernau’s exam. After the exam Mr. O’Boyle expressed his concerns to Professor Wengel who reported the incident to Honor.

**Factual Contentions:**

Conor O’Boyle: I saw “Evan staring at Andi’s paper, like intently, and then he would write something and then look at her paper again.” Conor O’Boyle Interview, A6

Evan Behrle: “I prefer to look around when I am thinking instead of just staring at the paper, so I would look around and then go back and work on my test. Once again, this is not cheating it is just how I like to take tests.” Student Reburral

Professor Wengel: “If you look at the final exams for both students you will see that there are a lot of similarities and they missed a lot of the same questions with the same wrong answer. This should not happen by chance.” Reporter Interview A11

Evan Behrle: “We used a lot of the same study materials and we were in a study group together so that may have made us have some of the same answers.” Student Interview A22

Professor Wengel: “There were similarities between the answers he gave and Ms. Chernau submitted that were very unlikely to occur by chance” on the midterm exam. Reporter Interview A14

Evan Behrle: “I did my own work” on the midterm. Student Interview A23
Support officers in the case:

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<thead>
<tr>
<th>Investigators:</th>
<th>Tyler Pitt</th>
<th>Henley Hopkinson</th>
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<tbody>
<tr>
<td>Name:</td>
<td>ARCH</td>
<td>CLAS</td>
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<td>School:</td>
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<td>434-123-1234</td>
<td>434-321-4321</td>
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<tr>
<td>E-mail:</td>
<td><a href="mailto:Tap2yb@virginia.edu">Tap2yb@virginia.edu</a></td>
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<tr>
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<th>For the initiator</th>
<th>for the investigated</th>
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<tbody>
<tr>
<td>Name:</td>
<td>Michelle Butler</td>
<td>Sapir Nachum</td>
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<tr>
<td>School:</td>
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Notice to the Investigators:

This document is considered evidence in all Honor proceedings. In the event of a trial, its contents shall be available to counsel for both sides. It is imperative that only objective statements of fact be recorded within the log. Value judgments and opinions from the investigator are not relevant evidence and should not be included in any capacity.

Please upload a PDF version of this completed i-log, including any physical evidence, as one document into the online case processing system under “manage evidence files.” In addition, please provide a clean copy of this i-log to the VCI and the Special Assistant prior to the i-panel.
### Investigation Profile

<table>
<thead>
<tr>
<th>Investigated Student(s):</th>
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<tr>
<td>Alleged Offense:</td>
<td>Lying / Cheating / Stealing</td>
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<tr>
<td>Description:</td>
<td>Cheating on midterm and final exam for ECON 1111</td>
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<td>Investigation Start Date:</td>
<td>10/04/13</td>
</tr>
<tr>
<td>14-Day limit:</td>
<td>10/19/13</td>
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<td>Completion Date:</td>
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**Witnesses:**
1. Brittany Wengel  
2. Connor O'Boyle  
3. Andrea Chernau  
4. Evan Behrle  
5.  
6.  
7.  
8.  
9.  
10.  
11.  
12.  

**Physical Evidence:**
1. Course Syllabus  
2. Evan's Midterm  
3. Andi's Midterm  
4. Evan's Final  
5. Andi's Final  
6. Evan's Scantron  
7. Andi's Scantron  
8. Final Exam Data  
9. Seating Chart  
10. Email about Study Guide  
11. Study Guide  
12.  

## Witness Interviews

### Witness Interview #1

<table>
<thead>
<tr>
<th>name</th>
<th>Brittany Wengel</th>
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<tr>
<td>affiliation</td>
<td>Professor for ECON 1111</td>
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<tr>
<td>phone number</td>
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### Witness Interview #2

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<thead>
<tr>
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<tr>
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<td>Student in ECON 1111</td>
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<td>phone number</td>
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### Witness Interview #3

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## Physical Evidence

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date obtained: 10/04/13  
obtained from: Brittany Wengel  
description: Syllabus for ECON 1111  
pages: 21 |
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| Item #2 | item: Evan’s Midterm  
date obtained: 10/04/13  
obtained from: Brittany Wengel  
description: Evan Behrle’s Midterm Exam for ECON 1111  
pages: 22-26 |
| Item #3 | item: Andi’s Midterm  
date obtained: 10/04/13  
obtained from: Brittany Wengel  
description: Andrea Chernau’s Midterm Exam for ECON 1111  
pages: 27-31 |
| Item #4 | item: Evan’s Final  
date obtained: 10/04/13  
obtained from: Brittany Wengel  
description: Evan Behrle’s Final Exam for ECON 1111  
pages: 32-41 |
| Item #5 | item: Andi’s Final  
date obtained: 10/04/13  
obtained from: Brittany Wengel  
description: Andrea Chernau’s Final Exam for ECON 1111  
pages: 42-53 |
| Item #6 | item: Evan Behrle’s Scantron  
date obtained: 10/04/13  
obtained from: Brittany Wengel  
description: The Scantron answer sheet for Evan’s Final Exam.  
pages: 54 |
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<td>description: A spreadsheet of results from the Final Exam for all students in ECON 1111</td>
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<tr>
<td>obtained from: Conor O’Boyle</td>
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<tr>
<td>description: A hand drawn seating chart showing where Evan, and Andi sat during the Final Exam for ECON 1111.</td>
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<tr>
<td>obtained from: Evan Behrle</td>
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<tr>
<td>description: An email thread between Andi, Evan, and two other students, discussing their plans to study together for the ECON 1111 Final.</td>
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Interview 1

Date: 10/04/2013

Time: 2:00pm

Witness: Brittany Wengel, Reporter

My signature below indicates that this written statement is complete and accurate to the best of my knowledge; I understand that it will be used as evidence in the future and that I may be called as a witness at an Honor trial.

Signature: Date:

Q1: What is your name and affiliation with the University?
A1: My name is Brittany Wengel, I am the Professor for ECON 1111, Intermediate Introduction to Basic Economic Concepts.

Q2: What is the format of this class?
A2: ECON 1111 is a small lecture class, I am the only instructor there is a TA, Meg Gould who holds discussion sections once a week. The course is for students who are relatively new to economics, it is a very popular course for those students who are looking to enter the Comm School to take.

Q3: What was the Honor policy for this class, and how was it communicated to the students?
A3: I am a big believer in Honor, I dedicated a significant portion of my syllabus to Honor, (hand over the syllabus) and I talked about Honor and its role in the lives of students during the first class. The policies are clearly laid out in the syllabus.

Q4: Could you explain the circumstances that made you bring this issue to Honor?
A4: At the end of the final exam for the course, which was an in-class 60 minute affair, a student came in to my office and told me he saw Mr. Behrle looking at another student’s test repeatedly during the exam. I pulled the two students tests, noticed striking similarities, including some answers which appear to be erased and rewritten to match Ms. Chernau’s in Mr. Behrle’s test. I then went back and looked at the midterm assignment, after finding more similarities between Mr. Behrle’s and Ms. Chernau’s tests I decided to file a report.

Q5: What was the format of this Final exam?
A5: It was all scantron multiple choice, 38 questions I believe. It was cumulative covering material from the entire class. Obviously it was closed book, closed note and to be taken during the exam date and in the exam room. I forget when that was but it is on the syllabus.

Q6: What was the format of the midterm?
A6: It was a take home test, closed book, closed notes, no collaboration, Honor code stuff. Students were given the exam on March 15th I believe and it was due three days later. The students were given 60 minutes to complete the midterm, it was on their own time though.

Q7: Where you in the exam room during the Final exam?
A7: No, I was in my office.

Q8: What was the Honor policy in regards to the midterm and final and how was it communicated to the students in your class?
A8: There was to be no communication, collaboration, or cheating of any kind, this was made abundantly clear during the class and I mentioned the policy before I left the room when I handed out the exams.

Q9: What percentage of the student’s grades were the midterm and final worth?
A9: The midterm was worth 25% and the Final was worth 30%.

Q10: Was anyone monitoring the room during the final exam?
A10: No, students were on their Honor to complete their exams honestly, apparently that did not happen.

Q11: How did this alleged instance of cheating come to your attention?
A11: Mr. O’Boyle came to my office like I said and told me what he saw. I then compared the tests. If you look at the final exams for both students you will see that there are a lot of similarities and they missed a lot of the same questions with the same wrong answer. This should not happen by chance. The same story exists for the midterm. Because Mr. O’Boyle was adamant that Ms. Chernau was not collaborating with Mr. Behrle during the final exam, that he was looking at her paper, I decided not to report her, although it appears they could have worked together on the midterm, which is a violation of the Honor code.

Q12: Do you know the name of the student Mr. Behrle was allegedly cheating off?
A12: Yes, Andrea Chernau.

Q13: Do you have the physical tests for the Final exam?
A13: Yes, here they are.

Q14: Why did you report Mr. Behrle for cheating on the midterm as well?
A14: There were similarities between the answers he gave and Ms. Chernau submitted that were very unlikely to occur by chance.

Q15: Do you have a physical copy of the midterm?
A15: Yes, I have them here with me.

Q16: Who graded the midterm and final exams?
A16: I did, I grade all assignments for the class.

Q17: Did you do any analysis of the test results for the class as a whole for the midterm and the final exam?
A17: Yes, here is a spreadsheet showing all the students in the class and their responses on the final exam. Because the midterm was not scantron I do not have any data for it. Mr. Behrle’s computing ID is ebb2he, Ms. Chernau’s is shc5tr.

Q18: Have you had any contact with Mr. Behrle since this event occurred?
A18: No I have not talked to him.
Q19: Is there any additional evidence you would like to submit?
A19: Other than the syllabus, the midterm and final tests, and the test analysis no.

Q20: Are there any additional witnesses we should contact?
A20: You should speak to Mr. O’Boyle, and Ms. Chernau, I assume you will speak to Mr. Behrle as well.

Q21: Is there anything else you would like to add?
A21: No I don’t.
Interview 2

Date: 10/06/13
Time: 9:45am
Witness: Conor O’Boyle, student in ECON 1111

My signature below indicates that this written statement is complete and accurate to the best of my knowledge; I understand that it will be used as evidence in the future and that I may be called as a witness at an Honor trial.

Signature: Date:

Q1: What is your name and affiliation with the University?
A1: My name is Conor O’Boyle, I am a third year in the college.

Q2: Where you a student in ECON 1111?
A2: Yeah I was.

Q3: What was the Honor policy for that course?
A3: Professor Wengel pretty big about Honor, she talked about it a lot during the course and told us not to cheat and stuff, she would always tell us we were on our Honor not to cheat before every test and make us sign the pledge and everything. I think it talks about Honor on the syllabus too.

Q4: What was the format of the final exam?
A4: It was multiple choice, like 40 questions or so. It was in room 101 of Old Jefferson Hall, like a typical lecture room I guess.

Q5: What was the Honor policy in regards to the final exam?
A5: Just to do your own work and not cheat or look at notes or anything.

Q6: What did you see during the final exam that pushed you to talk to Professor Wengel?
A6: So I was sitting in the second to last row, there were like six or seven rows of desks in like a semi-circle, but there were only 15 or so of us in the class so we were pretty spread out. One row down and to my left Evan was sitting. Andi was one row in front of him and to his right, she was still to my left though. So I was just doing my test and about halfway through I look up and see Evan staring at Andi’s paper, like intently, and then he would write something and then look at her paper again. I kept looking at him for the last 40 minutes or so of the exam period, it was really distracting. He kept looking over at her. It was pretty clear to me that she didn’t know about it, or at least he wasn’t helping her because they never talked or anything. With about five minutes left in the exam I finished and left. I turned in my test and went to Professor Wengel’s office to tell her what I saw.

Q7: Where were you sitting during the final exam?
A7: Like I said the second row to the back.
Q8: What is your relationship with Evan Behrle?
A8: I mean I know him, he rushed my frat Kappa Alpha Omega Zeta, and was pretty stoked about it, but he didn’t get a bid. I think he was pretty pissed about it, he sent our President a pretty nasty email when he didn’t get in, pretty sure he TPed our house too, but I don’t have any proof of that. So I’ve talked to him but we aren’t friends or anything.

Q9: What is your relationship with Andrea Chernau?
A9: I just know her from class, nice girl, pretty cute, but I haven’t ever really talked to her outside of class.

Q10: Have you had any contact with Mr. Behrle since the final exam?
A10: No, I haven’t to him or Andi since then.

Q11: Is there any additional evidence you would like to submit?
A11: No, nothing I can think of.

Q12: Are there any additional witnesses we should contact?
A12: You should talk to Professor Wengel for sure, maybe another student saw the same stuff I did and talked to her too.

Q13: Is there anything else you would like to add?
A13: No.
Interview 3

date: 10/09/13

time: 11:00am

witness: Andrea Chernau, Student in ECON 1111

My signature below indicates that this written statement is complete and accurate to the best of my
knowledge; I understand that it will be used as evidence in the future and that I may be called as a
witness at an Honor trial.

Signature: ___________________________ Date:

Q1: What is your name and affiliation with the University?
A1: My name is Andi Chernau, I am a second year in the College.

Q2: Where you a student in ECON 1111?
A2: Yes I am.

Q3: What was the Honor policy for this class and how was it presented to the
students in the class?
A3: Professor Wengel talked about Honor a lot. I think there was something about Honor
on the syllabus. Also she would tell us to remember to write the pledge and we were on our
Honor to do our own work.

Q4: What was the grade breakdown for this class?
A4: I'm not totally sure, it was on the syllabus, I think the midterm was 25%, the final was
30% and there were some homework assignments too.

Q5: What was the format of the midterm exam for ECON 1111?
A5: It was a take-home multiple-choice test, with like 30 questions or so. We had an hour to
do it on our own times.

Q6: What was the Honor policy for this exam?
A6: Basically just do your own test, it was closed note, closed book, so you couldn't use any
help or anything. Also you had to only take one hour.

Q7: How did you study for the midterm exam?
A7: I just reviewed my notes and did some practice problems online. Also our discussion
group the week before the test did a review, Meg Gould, the TA, gave us a list of important
things to study, and some practice problems so I focused on that.

Q8: How did you go about taking the midterm exam?
A8: I took my midterm in my dorm by myself, I just shut everything down for an hour and
did it. I didn't cheat or anything I did my own work. You can ask my roommate, she was
there and can tell you that I was in my room by myself if that is what this is all about.

Q9: Did you work with anyone on the midterm exam?
A9: No, I went to the discussion section review and did my own work on the exam.

Q10: What is your relationship with Evan Behrle?
A10: He is in ECON 1111 with me, and we studied together in a group for the final, but I don’t know him outside of class or anything.

Q11: What is your relationship with Conor O’Boyle?
A11: I think he is in ECON with me, but I don’t know him.

Q12: What was the format of the final exam?
A12: It was multiple choice, in class, and closed notes, no cheat sheets or anything.

Q13: What was the Honor policy for the final exam?
A13: Obviously you had to do your own exam, and sign the pledge and everything, I mean it was the same as pretty much every exam. Professor Wengel told us the rules before the exam started. We had like 60 minutes to take the test.

Q14: How did you study for the final exam?
A14: There was another discussion section review, and I read over my notes, and looked at the practice problems from the midterm because the final was cumulative. Also a group of us got together and made a study guide, Evan was in our group, there were 5 of us I think. I don’t have a copy of it or anything like that though. We made it on a Google Doc. Professor Wengel said study groups were totally fine by the way.

Q15: Where did you sit during the final exam?
A15: I don’t totally remember, I think I was in the 3rd or 4th row in the middle.

Q16: Did you notice anything suspicious during the exam?
A16: Not really, I was just focusing on my own exam.

Q17: Did you notice Mr. Behrle look at your test during the exam?
A17: I did not, I don’t know where he was sitting.

Q18: How did you go about completing your final exam?
A18: So first I quickly read through all the questions and then started at the front and went through everything. I would circle questions I wasn’t sure about and then go back to them.

Q19: When did you finish your final exam?
A19: Like a few minutes before time ran out. Most of us finished at around the same time.

Q20: Can you think of any reasons why the answers to your and Mr. Behrle’s midterm and final exams could be similar?
A20: Not really on the midterm, although I guess we did go to the same review session. But I mean on the final we studied in the same group so I guess we could have some of the same answers.

Q21: Are there any other witnesses we should contact?
A21: I don’t know, I really didn’t see anything, but maybe someone else did.
Q22: Is there any additional evidence you we should collect?
A22: I could get you that group study guide if you want.

Q23: Is there anything else you would like to add?
A23: No.
Interview 4

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<td>witness:</td>
<td>Evan Behrle, Investigated Student</td>
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My signature below indicates that this written statement is complete and accurate to the best of my knowledge; I understand that it will be used as evidence in the future and that I may be called as a witness at an Honor trial.

Signature: __________________________ Date: ____________

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Q1: What is your name and affiliation with the University?
A1: My name is Evan Behrle, I'm a second year in the college.

Q2: Were you in ECON 1111 in the Spring of 2013?
A2: Yeah I was.

Q3: What was the Honor policy for the class?
A3: I think it was the same as every other class, basically just don't cheat or anything.

Q4: What was the format of the class?
A4: It was a lecture, pretty small though there were maybe 15 of us. There was a discussion section once a week too.

Q5: How were you doing in the class prior to the midterm exam?
A5: I think I was doing fine, we didn't really have anything due before then except for some homework.

Q6: How were you doing prior to the final?
A6: Alright. I didn't do great on the midterm, but it wasn't worth all that much of the overall grade, so I was okay.

Q7: What was the Honor policy for the midterm exam?
A7: It was take home, so you just had to do it by yourself.

Q8: How did you study for the midterm exam?
A8: I went to the review for the class with the TA Meg Gould, and I did the practice problems she gave us. I pretty much just studied the night before.

Q9: Where did you take the midterm?
A9: I did it at a desk on the first floor of Clemons the night before it was due.

Q10: Did you work with anyone on the midterm?
A10: No, I took it by myself.

Q11: What was the Honor policy for the Final exam?
A11: It was in class, so you couldn’t use notes or anything.

Q12: What was the format of the Final exam?
A12: It was multiple choice, scantron.

Q13: How did you study for the Final?
A13: I looked over my notes and went to the review. Also like four of us in the class studied together, we put together a study guide on Google drive and then met and studied a few days before the exam.

Q14: Do you have a copy of the study guide you used?
A14: Yeah I do, here it is.

Q15: Where did you sit during the Final exam?
A15: I don’t really remember, I think I was towards the middle of the room. It was in 101 Jefferson hall, which is a lecture hall with stepped semi-circular seats.

Q16: How did you go about completing your final exam?
A16: I just did it from front to back, I would make on my scantron as I went.

Q17: When did you finish the final?
A17: I finished a few minutes before the exam period ended. We only had 60 minutes so it went right to the end.

Q18: Did you look anyone else’s paper during the exam?
A18: No, I focused on my paper.

Q19: What is your relationship with Professor Wengel?
A19: A typical student professor relationship, I mean she is nice but I didn’t go to her office hours much or anything.

Q20: What is your relationship with Andrea Chernau?
A20: She was in ECON 1111 also, I don’t really know her but she seems nice. We were in the same study group for the final though.

Q21: What is your relationship with Conor O’Boyle?
A21: I don’t really know him that well. He was in ECON 1111 also. I think he is in Kappa Alpha Omega Zeta though.

Q22: Can you think of a reason why the answers on your midterm, and final exam would be similar to Ms. Chernau’s?
A22: I guess we used a lot of the same study materials and we were in a study group together so that may have made us have some of the same answers.

Q23: Did you cheat on the midterm exam for ECON 1111?
A23: No I did not, I did my own work.

Q24: Did you cheat on the final exam for ECON 1111?
A24: No I didn’t

Q25: Are there any psychological or medical conditions that could have affected the situation in question?
A25: No I don’t think so.

Q26: Is there any additional witnesses we should contact?
A26: No, I didn’t do anything so I can’t see why you would need to talk to anyone.

Q27: Is there any additional evidence you would like to submit?
A27: I have the email thread from my study group that Andi was also in, and the study guide we created.

Q28: Is there anything else you would like to add?
A28: Just that I really don’t know what this is all about, I did my own work for this entire class, like I do for all my other classes, and just because I may have gotten some of the same questions wrong as Andi on a test doesn’t mean anything. I am a good student and always follow the Honor code. Also I have no reason to cheat in this class, I have a 3.7 GPA and I’m the President of the Quiddich team, I had no reason to cheat, and I didn’t.
Mr. Behrle was not doing very well prior to the midterm, he did not participate in class very often and participation is worth 20% of the overall grade. The same is true for the final; he got 66% on the midterm which is not very good as he contends.

Mr. Behrle contends that the similar answers in his and Ms. Chernau’s tests were the result of studying together, however the similarities in the midterm and final exams went much further than anything that would occur due to studying together. In the midterm the two students missed multiple questions with the same incorrect answer. Additionally in the final exam there are multiple places where it appears Mr. Behrle erased an answer and changed it to one that matched Ms. Chernau’s test. Mr. Behrle and Ms. Chernau missed 8 of the same questions, which is clearly significant.

After hearing what Mr. O’Boyle told me and looking at the similarities I believe beyond a reasonable doubt that Mr. Behrle purposefully cheated off Ms. Chernau on the final exam. Additionally the similarities between the midterms in my opinion could not have occurred by chance. This is clearly a serious matter and should be treated as such.
Student Response Interview

Date: 11/03/13

Time: 12:00pm

Witness: Evan Behrle

My signature below indicates that this written statement is complete and accurate to the best of my knowledge; I understand that it will be used as evidence in the future and that I may be called as a witness at an Honor trial.

Signature: Date:

Reporter's Interview
Professor Wengel makes a lot of assertions that are not true. She says that I erased some answers in my final exam and replaced them with the same answer as Andi after I looked at her paper. This is not true, when I was taking my test I would mark answers that I thought were right and go back and change them if I realized that I did something wrong. This isn't cheating, it's just how you should take a test. Additionally Professor Wengel says that it is very unlikely that the similarities between my test and Andi's could occur by chance, but she doesn't give any data to back this up, and doesn't explain what this really means. These similarities did occur by chance because we studied together and used the same resources.

Conor O'Boyle's Interview
In his interview Mr. O'Boyle stated that I was looking at Andi's exam for the majority of the exam period and then writing on my test and looking at her again. This is not true. I took a lot of breaks during the test and I prefer to look around when I am thinking instead of just staring at the paper, so I would look around and then go back and work on my test. Once again, this is not cheating it is just how I like to take tests. Mr. O'Boyle says he spent a considerable amount of time watching me, which I find odd because we only had 60 minutes to complete our exams and basically all of us used all of the time we had. It doesn't make sense for him to be watching me when he should have been working on his test like I was. Honestly I just think he is mad at me because of the whole stupid frat thing. I didn't get a bid from Kappa Alpha Omega Zeta, and they were being really dumb and said I messed up their house and stuff like that which I didn't do. So overall I think he is just making this up so he can get back at me for something I didn't do. Also Mr. O'Boyle drew a seating chart for the class that really is misleading. It doesn't show where anyone else was sitting, and there were 15 of us in the class. It only shows where I was sitting and where he and Andi were, and honestly I don't know if it is even accurate.

Andrea Chernau's Interview
Andi talks about some things that I think are really important and would like to highlight. So first she mentions how we studied together for the final. I think this is really important because it explains why we got similar answers on the final, we used the same materials and covered the same things. If we forgot to cover a topic well then it makes sense that we both missed it. Also, Andi said that she didn't notice anyone copying off her, this also makes sense to me because I didn't cheat off her. I think it is really crucial for the I-Panel to make note that only Mr. O'Boyle thinks I cheated and he was just out to get me, Andi, who I was supposedly cheating off of said that nothing happened.
ECON 1111 Intermediate Introduction to Basic Economic Concepts  
Instructor: Professor Wengel  
Spring 2013  
11:00-12:15pm  
Office Hours: Mon. Wed. 1:00-2:30pm  
143 Monroe Hall

Course Objectives: Intermediate Introduction to Basic Economics is an intermediate level introduction course based on teaching basic economic concepts. Students will learn the basics behind supply and demand, and other economic concepts such as elasticity at an intermediate level. Students are expected to become familiar with both graphical and word based economic problems.

Assignments:
5 homework assignments each 5%  
Participation 20%  
Midterm exam 25%  
Final exam 30%

Discussion Sections:  
Graduate instructors will hold weekly discussion sections; attendance in these sections is mandatory. All homework assignments will be turned in during discussions. All graduate instructors will hold office hours and they should be your primary contacts for any issues regarding course material or homework assignments.

Required Materials:


Microeconomics Workbook (available at the University Bookstore)

Important Dates:
Add/Drop Date: February 27 add, February 28 drop.  
Take Home Midterm Exam: Handed out March 15th due March 18th  
Final Exam: April 16th 12:00pm Room 101 Old Jefferson Hall

Honor Policy: This class is based on individual work, no group work is allowed on homework. The midterm is closed notes, closed book and is to be completed individually on your Honor. I am a strong believer in the University's Honor system and will report any suspected offenses to the Honor Council. However I reserve the right to take any action I see prudent, regardless of the outcome on any Honor investigation.
Midterm Exam  
ECON 1111

Instructions – Please read carefully!  
This test is due in the drop box in Old Jefferson Hall outside the class room at 12:00pm  
March 18th. No exceptions. You are on your Honor to complete this test individually, it  
is closed note, closed book. Circle the correct answer, show your work on another sheet  
of paper and submit it with your test. You have 60 minutes to complete this test.

Name:  
Computing ID:  
Discussion Section:  
Pledge:  

Multiple choice questions 1-30

1. Economics is  
   a. the study of the markets for stocks and bonds  
   b. the study of choice under conditions of scarcity  
   c. exclusively the study of business firms  
   d. fundamentally the same as sociology  
   e. applicable only when scarcity is not a problem

2. People and organizations have to make choices about how to allocate time and money  
because of  
   a. government rules and regulations  
   b. corporate control of our lives  
   c. scarcity of time and money  
   d. religious values  
   e. unlimited resources

3. Under capitalism, individuals are forced to make choices due to  
   a. scarce time, but not scarce spending power  
   b. scarce spending power, but not scarce time  
   c. neither scarce time nor scarce spending power  
   d. both scarce time and scarce spending power  
   e. a low material standard of living

4. Land, labor, and money are the three categories of economic resources.  
   a. True  
   b. False

5. Due to a scarcity of resources,  
   a. every society must undertake central planning  
   b. the government must decide how to allocate available resources
some members of each society must live in poverty
every society must choose among competing uses of available resources
resource availability exceeds the possible uses for available resources

6. In every economic system, scarcity imposes limitations on
a. households, business firms, governments, and the nation as a whole
b. households and business firms, but not the governments
c. local and state governments, but not the federal government
d. households and governments, but not business firms
e. business firms, governments, and the nation as a whole

7. The three groups of decision makers in the economy are
a. households, business firms, and banks
b. households, business firms, and governments
c. business firms, governments, and banks
d. business firms, banks, and foreign traders
e. households, governments, and banks

8. Macroeconomics focuses on the behavior of economic agents such as the consumer, a business firm, or a specific market.
a. True
b. False

9. Microeconomic topics include the overall unemployment rate in the United States and the rate of inflation.
a. True
b. False

10. Microeconomics deals with which of the following?
a. the total output of an economy
b. the measurement of a nation's inflation rate
c. how producers and consumers interact in individual markets
d. how tax policies influence economic growth
e. whether wage growth will outpace inflation in the coming year

11. Suppose that the following headlines appeared in a newspaper. Which would most clearly represent a macroeconomic issue?
(a) "Central Bank Raises Interest Rates"
b. "Auto Dealership to Cut Prices"
c. "Fanny's Freeze Dried Prunes to Lay Off 50 Workers"
d. "United Workers Union to Strike April 15"
e. "Brazilian Coffee Bean Crop Falls by 10 Percent"

12. Which of the following would be strictly a microeconomic topic?
a. a general rise in interest rates
b. a drop in inflation
c. an increase in total production in the United States
d. a drop in the nation's unemployment rate
(e) an increase in the price of the Ford Taurus

13. If the president of Chile commented that "the crime rate in Chile is currently too high," this would be an example of a normative statement.
(a) True
(b) False

14. Economists tend to disagree primarily over positive statements about the economy.
(a) True
(b) False

15. "The Consumer Price Index increased by 4.2 percent in the first quarter of this year." What type of statement is this?
(a) normative
(b) negative
(c) positive
d. subjective
e. biased

16. Which of the following is a normative statement?
(a) the Philadelphia Phillies have won 70 baseball games this year
(b) the Consumer Price Index rose three-tenths of one percent in May
(c) in January, the average temperature in San Diego exceeds the average temperature in Minneapolis.
(d) the Philadelphia Phillies need a better manager
e. the French trade deficit reached an all-time high last year

17. Which of the following is a positive statement?
(a) driving speeds should be lowered so that fewer accidents will occur
(b) when per capita income falls, fewer meals are consumed at restaurants
(c) the minimum wage is too low; college students deserve a raise
d. cigarette sales should be made illegal in order to reduce the incidence of cancer
e. Social Security is a good program for U.S. workers

18. "Senior citizens deserve an income that will allow them to live in comfort for their remaining years." This is
(a) neither a normative nor a positive statement
(b) both a positive and a normative statement
(c) strictly a macroeconomic issue
d. a positive statement
e. a normative statement

19. A newspaper headline announces that "more college graduates than ever are in the labor force." This is an example of
20. Economic models do not have to completely describe every aspect of the economy in order to be useful.
(a) True
(b) False

21. Economic models come in the form of
(a) three-dimensional objects
(b) all of the following
(c) words
(d) diagrams
(e) mathematical equations

22. Consider an economic model designed to analyze the purchasing decisions of households. An assumption that a household chooses between only two goods would be an example of a
(a) simplifying assumption
(b) critical assumption
(c) macroeconomic assumption
(d) financial assumption
(e) positive assumption

23. Suppose your friends take you out for dinner on your birthday and you have a much better time than you would have had doing anything else. There is still an opportunity cost, even though they will not let you pay for anything.
(a) True
(b) False

24. Opportunity costs arise because of resource scarcity.
(a) True
(b) False

25. The opportunity cost of a particular activity
(a) is the same for everyone pursuing this activity
(b) may include both monetary costs and forgone income
(c) always decreases as more of that activity is pursued
(d) usually is known with certainty
(e) measures the direct benefits of that activity

26. After graduating from high school, Steve had three choices, listed in order of preference: (1) matriculate at our campus, (2) work in a printed circuit board factory, or
(3) attend a rival college. His opportunity cost of going to college here includes which of the following?

a. the cost of books and supplies at the rival college
b. the income he could have earned at the printed circuit board factory plus the direct cost of attending college here (tuition, textbooks, etc.)
c. the benefits he could have received from going to the rival college
d. only the tuition and fees paid for taking classes here
e. cannot be determined from the given information

27 A professional basketball players' union negotiates a contract that dramatically increases all players' salaries. How would this influence the opportunity cost for a player who was considering giving up basketball to pursue a career in broadcasting?

a. it would not affect the opportunity cost of playing basketball or of broadcasting
b. it would increase the opportunity cost of continuing to play professional basketball
c. it would cause the production possibilities frontier to become convex
d. it would increase the opportunity cost of becoming a broadcaster
e. it should have no bearing on the player's decision from an economic standpoint

28 Assume that Kelly's various possible activities are mutually exclusive. The opportunity cost from choosing one activity equals the

a. summed value of all her alternative activities
b. summed value of all her alternative activities minus the value of the chosen activity
c. value of the next most valuable alternative activity
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29 Carl is considering attending a concert with a ticket price of $35. He estimates that the cost of driving to the concert and parking there will total an additional $20. In order to attend the concert, Carl will have to take time off from his part-time job. He estimates that he will lose 5 hours at work, at a wage of $6 per hour. Carl's opportunity cost of attending the concert equals

a. $35  b. $55  c. $30  d. $65  e. $85

30 High-income people will sometimes pay higher prices at convenience stores for goods that are available at discount stores. They do this because

a. they are irrational
b. their opportunity cost of time is low
c. crowded and understaffed discount stores impose higher time costs
d. they like to be seen paying more money
e. they do not mind wasting time

-10

66%
Midterm Exam
ECON 1111

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of paper and submit it with your test. You have 60 minutes to complete this test.

Name: Andy Chernais
Computing ID: abc357r
Discussion Section: 5:30 pm. Thursday

Pledge:
On my honor as a gentleman, I
have neither given nor received any
aid on this exam, nor am I aware
of any offense of the Honor Code.

Multiple choice questions 1-30

1. Economics is
   a. the study of the markets for stocks and bonds
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   because of
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c. crowded and understaffed discount stores impose higher time costs
d. they like to be seen paying more money
e. they do not mind wasting time
ECON 1111

Final Exam

April 16, 2013 12:00pm

Directions: You have 60 minutes to complete this exam. Fill out your Scantron with your name and computing ID. RESPONSES WRITTEN ON THE TEST WILL NOT BE GRADED! You are on your Honor to complete this test individually; it is closed note closed book.

Name: Evon Behle
Discussion Section: 12:00 Thursday - My Building
Pledge:

On my honor as a student I have neither given nor received aid on this exam.

Evon Behle
Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case and then fill in the corresponding oval on the answer sheet.

1. The allocation of resources in a market economy is described by which of the following statements?
   I. The government decides which goods will be produced and which consumers will receive them.
   II. Buyers and sellers exchange goods and services on a voluntary basis.
   III. Prices and costs help producers decide whether they are producing too little or too much of a good.

   (A) I only
   (B) II only
   (C) III only
   (D) I and III only
   (E) II and III only

2. If the government imposes a tax on the production of cars, which of the following will occur in the market for cars?

   (A) There will be a movement to the right along the supply curve.
   (B) There will be a movement to the right along the demand curve.
   (C) The supply curve will shift to the right.
   (D) The supply curve will shift to the left.
   (E) The demand curve will shift to the right.

3. Which of the following is true of a price floor?

   (A) The intention of the government in creating the price floor is to assist the producers of the good.
   (B) To have an impact in the market for the good, the price floor should be set below the existing market price of the good.
   (C) An effective price floor will increase the quantity demanded of the good.
   (D) The price floor would tend to create a shortage of the good in the market.
   (E) The creation of the price floor would not change the quantity supplied of the good if the supply curve were upward-sloping to the right.
4. On the basis of the graph above, which of the following statements concerning changes in the demand for and supply of tomatoes is correct?
(A) If both the demand and supply increase, the price of tomatoes will definitely increase.
(B) If both the demand and supply decrease, the quantity of tomatoes sold will definitely increase.
(C) If the demand decreases while the supply increases, the price of tomatoes will definitely increase.
(D) If the demand increases while the supply decreases, the quantity of tomatoes sold will definitely decrease.
(E) If the demand increases while the supply decreases, the price of tomatoes will definitely increase.

5. Which of the following best illustrates the concept of consumer surplus?
(A) A thirsty athlete pays $0.85 for a cold drink when she would have gladly paid $1.50 for the drink.
(B) An individual who is willing to accept a job at $7.50 per hour is offered $7.00 per hour.
(C) An individual pays the sale price of $15.00 for the same shirt that the individual refused to purchase earlier at $18.00.
(D) An individual finds that the price of artichokes, a food she dislikes, has been reduced by 50 percent.
(E) A wood-carver has a marginal cost of $5.00 for a unit of output, but sells that unit at $6.00.

Questions 6-7 are based on the table below, which gives cost information for a perfectly competitive firm.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Average Fixed Costs</th>
<th>Average Variable Costs</th>
<th>Marginal Costs</th>
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<td>$55.00</td>
</tr>
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<td>55.00</td>
<td>70.00</td>
</tr>
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7. If the product price is $85, how many units of output must the firm produce in order to maximize profits?
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![Graph showing cost curves](image)

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28. The profit-maximizing output level produced by an unregulated monopoly is

(A) the socially optimal output level, since the firm's marginal revenue equals its marginal cost
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\[ \sigma_{53} = x^2 + 3y^4 + 2z \]
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II. The accounting profits earned in the business
III. The profits that could be earned in another business using the same amount of resources

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(C) III only
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32. The graph above shows the supply and demand curves for a particular brand of computers. In 1988, 10,000 computers were sold for $1,000 each, but in 1989, 9,000 computers were sold for $1,000 each. Which of the following changes in the supply and demand curves could most likely have caused this change?

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(B) elastic
(C) unit elastic
(D) perfectly elastic
(E) perfectly inelastic

35. In which of the following market structures is it sometimes assumed that rival firms will match price decreases but not match price increases?

(A) Perfect competition
(B) Oligopoly
(C) Natural monopoly
(D) Monopolistic competition
(E) Monopoly

36. A farmer produces peppers in a perfectly competitive market. If the price falls, in the short run the farmer should

(A) increase production until the new price equals average revenue
(B) increase production to offset the fall in price
(C) discontinue production if the new price is less than marginal revenue
(D) continue to produce only if the new price covers average fixed costs
(E) continue to produce only if the new price covers average variable costs

37. Which of the following is true if a perfectly competitive market is in long-run equilibrium?

(A) Market price will eventually decrease.
(B) New firms will enter the industry.
(C) Marginal revenue is equal to average total cost.
(D) Price is not equal to marginal revenue.
(E) Average variable costs are decreasing.

38. The table above shows the various units of output that can be produced with different combinations of capital and labor. Which of the following statements is correct according to the information in the table?

(A) In the long run, there are constant returns to scale.
(B) In the long run, there are increasing returns to scale.
(C) In the short run, the marginal product of capital is constant.
(D) In the short run, the marginal product of labor is constant.
(E) In the short run, the law of diminishing marginal returns does not hold.
ECON 1111

Final Exam

April 16, 2013 12:00pm

Directions: You have 60 minutes to complete this exam. Fill out your Scantron with your name and computing ID. RESPONSES WRITTEN ON THE TEST WILL NOT BE GRADED! You are on your Honor to complete this test individually; it is closed note closed book.

Name: Andi Chernaw
Discussion Section: 5:00 PM, Thursday
Pledge:

On my honor, I pledge that I have neither given nor received aid on this exam.

Andi Chernaw
xoxoxoxo
Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case and then fill in the corresponding oval on the answer sheet.

1. The allocation of resources in a market economy is described by which of the following statements?
   
   I. The government decides which goods will be produced and which consumers will receive them.
   
   II. Buyers and sellers exchange goods and services on a voluntary basis.

   III. Prices and costs help producers decide whether they are producing too little or too much of a good.

   (A) I only
   (B) II only
   (C) III only
   (D) I and III only
   (E) II and III only

2. If the government imposes a tax on the production of cars, which of the following will occur in the market for cars?

   (A) There will be a movement to the right along the supply curve.
   (B) There will be a movement to the right along the demand curve.
   (C) The supply curve will shift to the right.
   (D) The supply curve will shift to the left.
   (E) The demand curve will shift to the right.

3. Which of the following is true of a price floor?

   (A) The intention of the government in creating the price floor is to assist the producers of the good.
   (B) To have an impact in the market for the good, the price floor should be set below the existing market price of the good.
   (C) An effective price floor will increase the quantity demanded of the good.
   (D) The price floor would tend to create a shortage of the good in the market.
   (E) The creation of the price floor would not change the quantity supplied of the good if the supply curve were upward-sloping to the right.
4. On the basis of the graph above, which of the following statements concerning changes in the demand for and supply of tomatoes is correct?

(A) If both the demand and supply increase, the price of tomatoes will definitely increase.
(B) If both the demand and supply decrease, the quantity of tomatoes sold will definitely increase.
(C) If the demand decreases while the supply increases, the price of tomatoes will definitely increase.
(D) If the demand decreases while the supply increases, the quantity of tomatoes sold will definitely decrease.
(E) If the demand increases while the supply decreases, the price of tomatoes will definitely increase.

5. Which of the following best illustrates the concept of consumer surplus?

(A) A thirsty athlete pays $0.85 for a cold drink when she would have gladly paid $1.50 for the drink.
(B) An individual who is willing to accept a job at $7.50 per hour is offered $7.00 per hour.
(C) An individual pays the sale price of $15.00 for the same shirt that the individual refused to purchase earlier at $18.00.
(D) An individual finds that the price of artichokes, a food she dislikes, has been reduced by 30 percent.
(E) A wood-carver has a marginal cost of $5.00 for a unit of output, but sells that unit at $6.00.

Questions 6-7 are based on the table below, which gives cost information for a perfectly competitive firm.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Average Fixed Costs</th>
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</tr>
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<td>$55.00</td>
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<tr>
<td>1</td>
<td>50.00</td>
<td>45.00</td>
<td>35.00</td>
</tr>
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<td>2</td>
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36. A farmer produces peppers in a perfectly competitive market. If the price falls, in the short run the farmer should

(A) increase production until the new price equals average revenue
(B) increase production to offset the fall in price
(C) discontinue production if the new price is less than marginal revenue
(D) continue to produce only if the new price covers average fixed costs
(E) continue to produce only if the new price covers average variable costs

37. Which of the following is true if a perfectly competitive market is in long-run equilibrium?

(A) Market price will eventually decrease.
(B) New firms will enter the industry.
(C) Marginal revenue is equal to average total cost.
(D) Price is not equal to marginal revenue.
(E) Average variable costs are decreasing.

38. The table above shows the various units of output that can be produced with different combinations of capital and labor. Which of the following statements is correct according to the information in the table?

(A) In the long run, there are constant returns to scale.
(B) In the long run, there are increasing returns to scale.
(C) In the short run, the marginal product of capital is constant.
(D) In the short run, the marginal product of labor is constant.
(E) In the short run, the law of diminishing marginal returns does not hold.
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Seating Chart for Final Exam

Econ 1111

Submitted and drawn by
Conor O'Boyle
ECON Final

Andrea Chernau <ahc3tr@virginia.edu>  
To: Me, Kayla Bob  
Thu, Apr 12, 2013 at 11:29 AM

Hey guys, im really glad we are all studying together! I think we should split up all the stuff that Meg gave us to review and then we can all do some and put it on a google doc. Also lets meet in Clemons soon because the test is really coming up fast.

Let me know if this sounds good for you guys,
Love, Andi

---

Evan Behrle <ebb2he@virginia.edu>  
To: Andrea, Kayla, Bob  
Thu, Apr 12, 2013 at 12:15 PM

That sounds good to me. I can do the part about the different kinds of economics, and all that.

Evan

---

Kayla Kay <kak2op@virginia.edu>  
To: Andrea, Evan, Bob  
Thu, Apr 12, 2013 at 12:46 PM

I'm down too, let me know what I should do!

Kayla

---

Bob Bobby <bb3rbs@virginia.edu>  
To: Andrea, Evan, Kayla  
Thu, Apr 12, 2013 at 2:22 PM

Kewl, thanks for setting this up Andi, see you soon!
Here is a google doc we can use
http://google.doc.document.econ111.study.yayforfakehonor.trainingrocksmysocks.ccm

Bob
ECON 1111 - Final Study Guide

Terms

Factors of Production
Land (natural resources used to make goods/services), Labor (the effort that people devote to a task for which they are paid), and Capital (any human made resource that is used to create other goods and services)

Human Capital
the skills and knowledgs gained by a worker through education and experience

Production Possibilities curve
A graph that shows alternative ways to use an economy's resources.

Production Possibilities frontier
The line on a production possibilities graph that shows the maximum possible output; connects the dots.

Efficiency
using resources in such a way as to maximize the production of goods and services; point on the production possibilities curve

Guns or Butter
a phrase that refers to the trade-offs that nations make when choosing whether to produce more or less military or consumer goods

Law of Demand
consumers buy more of a good when its price decreases and less when its price increases

Elastic Demand
demand in which changes in price have large effects on the amount demanded (greater than 1); ex. limonade

Inelastic Demand
A situation in which an increase or a decrease in price will not significantly affect demand for the product (less than 1); ex. milk

Supply Schedule
a chart that lists how much of a good a supplier will offer at different prices

Supply Curve
a graph of the quantity supplied of a good at different prices; increases from left to right

Inelastic Supply
eexists when a change in a good's price has little impact on the quantity supplied

Disequilibrium
describes any price or quantity not at equilibrium; when quantity supplied is not equal to quantity demanded in a market

Price Floor
a minimum price for a good or service

Price Ceiling
a maximum price that can be legally charged for a good or service
Notes:

What causes a shift in the demand curve?

* income: if people have more money they shift the curve to the right (less money = left)
* consumer expectations: if people expect the price to fall then they will buy more and shift the curve right
* population: more people means higher demand for goods, shifts the curve right.
* consumer tastes and advertising: If something is really popular it causes greater demand, shifts curve right.

Shifts in Supply curve

Increase in supply shifts the curve to right and decrease in supply shift the curve to the left

Keynesian economics (/ˈkɛrnziən/ kayn-zee-ən; or Keynesianism) is the view that in the short run, especially during recessions, economic output is strongly influenced by aggregate demand (total spending in the economy). In the Keynesian view, aggregate demand does not necessarily equal the productive capacity of the economy; instead, it is influenced by a host of factors and sometimes behaves erratically, affecting production, employment, and inflation.[1]

Supply-side economics is a school of macroeconomics that argues that economic growth can be most effectively created by lowering barriers for people to produce (supply) goods and services, such as lowering income tax and capital gains tax rates, and by allowing greater flexibility by reducing regulation. According to supply-side economics, consumers will then benefit from a greater supply of goods and services at lower prices. Typical policy recommendations of supply-side economists are lower marginal tax rates and less regulation.[1]

Demand side economics is an outgrowth from Keynesian economics, which is of course itself the economic theories espoused by John Maynard Keynes. Keynesian economics proposed a series of economic ideas that ran contrary to the classic economic formulations, notably the concept of counter-cyclical budget management as a means to mitigate the ebb and flow of economic cycles of glut and recession. For Keynes, aggregate demand from businesses, the government and consumers is a more important influencing economic activity than free market forces. Keynesian economics disagrees with the classical economics of Adam Smith and others by maintaining that unfettered free markets
do not inevitably lead to full employment.

The Key Elements of Economics

Incentive matter.
People care about personal costs and benefits.
Applies to economical, political and social situations, selfish and altruistic acts.
There is no such thing as a free lunch.
Everything has a cost, direct or opportunity cost.
Decisions are made at the margin.

The cost and benefit of “one-more”. (marginal costs)
Trade promotes economic progress.
Trade moves goods from people who value them less to people who value them more.
Trace makes larger outputs and consumption levels possible because it allows each of us
to specialize more fully in the things that we do best.
Voluntary exchange makes it possible for firms to achieve lower per-unit costs by adopting
mass production methods.

Transaction costs are an obstacle to trade.
Not all middlemen are obstacles; sometimes they reduce transaction costs by brokering
deals.
Profits direct businesses toward activities that increase wealth.
People earn income by helping others.
Economic progress comes primarily through trade, investment, better ways of doing things,
and sound economic institutions.
Investments in productive assets (e.g. tools and machines) and in the skills of workers
enhance our ability to product goods and services.
Improvements in technology spur economic progress.
Improvements in economic organization can promote growth.
The “invisible hand” of market prices directs buyers and sellers toward activities that
promote the general welfare.
Too often long-term consequences, or the secondary effects, of an action are ignored.

Good Links!! Hope these help! =)
http://moya.bus.miami.edu/~dkelly/teach/eco212/mstudies_quiz1.pdf
http://quizlet.com/18033052/economics-study-guide-flash-cards/
http://www.freecuni.com/lect/econpage.html
http://www.ase.tufts.edu/gdae/publications/textbooks/MICStudyGuide/CompleteStudyGuide.pdf (This
one is a really good self test, you guys should all do it!)