

<b>Updated On</b>	2022/04/22																															
<b>Curricular Year / Period</b>	2021/22 / S1																															
<b>Course</b>	Agronomia																															
<b>Curricular Unit</b>	Economia e Fiscalidade																															
<b>Language(s) of Instruction</b>	Português																															
<b>ECTS/tempo de trabalho (horas)</b>	<table border="1"> <thead> <tr> <th rowspan="2">ECTS</th> <th rowspan="2">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>160</td> <td></td> <td>64</td> <td>32</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral									T	TP	PL	S	TC	E	O	OT	EC	6	160		64	32						
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<b>Teacher in charge (GDPR consent)</b> <small>[complete name, email]</small>	Marcia Alexandra Ferreira De Oliveira / marciaoliveira@ippportalegre.pt																															
<b>Prerequisites</b> <small>[Curricular Units that must precede and specific entry competences]</small>																																
<b>Learning outcomes</b> <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	Economics and Fiscality pretends to give students a first approach to some of the essential elements to integrate students in business activities. Firstly, is intended that students acquire skills related with principles of economics, enabling them to get knowledge of how to work with market prices, as well as the main elements of the producer economics in order to understand the behaviour of firms. Additionally it is intended that students know the main fiscal and legal elements of firms.																															
<b>Syllabus</b>	<ol style="list-style-type: none"> <li>1. Commercial Law <ol style="list-style-type: none"> <li>1.1 Types of firms</li> <li>1.2 From the constitution to the beginning of a company</li> </ol> </li> <li>2. Taxation <ol style="list-style-type: none"> <li>2.1 Income Tax for Singular Person (IRS)</li> <li>2.2 Income Tax for Firms (IRC)</li> <li>2.3 Value Added Tax (VAT)</li> </ol> </li> <li>3. Indices and evolution of economics <ol style="list-style-type: none"> <li>3.1 - Price indices and inflation rates</li> <li>3.2 - Nominal and real variables</li> <li>3.3 - Nominal and real growth rates</li> </ol> </li> <li>4. Markets and prices <ol style="list-style-type: none"> <li>4.1 Demand and supply</li> <li>4.2 Price formation</li> <li>4.3 The role of government in the economy</li> </ol> </li> <li>5. Production Theory <ol style="list-style-type: none"> <li>5.1 Production Factor</li> <li>5.2 Production function with one or more factors</li> <li>5.3 Production, marginal product and average product</li> <li>5.4 Cost function and marginal costs</li> <li>5.5 Optimal production conditions</li> <li>5.6 supply curve deduction from cost curve</li> <li>5.7 Scale Economies.</li> </ol> </li> </ol>																															
<b>Teaching methodologies (including assessment)</b> <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p><b>1 - Teaching methodologies</b></p> <p>Content expositions, using study cases. practical exercises and discussions with students related with their lives and future potential labour situations.</p> <p><b>2 - Period assessment</b></p> <p>2 frequencies, each to be worth 45%, with a minimum score of 7.5 points. 10% for active participation in class</p>																															

	<p>Final exam (100%) as alternative</p> <p><b>3 - Examination assesement</b></p> <p>Final exam (100%)</p>
<p><b>Bibliography</b></p>	<p><b>1 - Main Bibliography</b></p> <p>Ferreira, P. (2010). Do Abacaxi ao Zero: Tudo é Economia Manual de Sobrevivência para não Economistas, Sítio do Livro 2010</p> <p>Ferreira, R. (2007). Exercícios de Economia Para Não Economistas, Vision Net, Madrid.</p> <p>Samuelson, P. &amp; Nordhaus, W. (1999). Economia 16ª ed., McGraw-Hill, Lisboa</p> <p>Neves, J. (1996). Introdução à Economia 3ª ed., Verbo, Lisboa</p> <p><b>2 - Complementary Bibliography</b></p>
<p><b>Special Situations</b> [Students with special status]</p>	<p><b>1 - Period assessment - Students with special status</b></p> <p>2 frequencies, each to be worth 45%, with a minimum score of 7.5 points. 10% for active participation in class</p> <p>Final exam (100%) as alternative</p> <p><b>2 - Examination assesement - Students with special status</b></p> <p>Final exam (100%)</p>