

**ECON 400: Introduction to Statistics and Econometrics
Fall 2019**

Instructor: Dr. Kevin Allen
Email: kmal239@email.unc.edu
Office hours: Gardner 205, Monday & Wednesday 1:40 – 2:40
Lectures (400-001): Global Center – Rm 1015, Tuesdays & Thursdays 2:00 – 3:15
Materials: Diez, Rundel and Barr: Open Intro Statistics, 4th ed.
(<https://leanpub.com/openintro-statistics>)
We will be using STATA throughout the semester, which can either be purchased or accessed through the UNC Virtual Lab (see the following link: <http://vlc.unc.edu>)
Poll Everywhere Account (<https://poll.unc.edu/>)
Background: ECON 101, Calculus (STOR 113, MATH 152, MATH 231), Statistics (STOR 155)

Course Description:

The purpose of this course is to explore the foundations of Economic Statistics and Econometrics, focusing on statistical techniques, application of statistical and probabilistic methods to real-world situations, and data analysis.

The course covers five general topics:

1. Descriptive statistics
2. Random variables
3. Sampling distributions
4. Hypothesis testing
5. Regression analysis

Exams:

There will be three exams, two midterms during regular class time and a final exam.

Midterm exam: Tues., Sept. 24th
Midterm exam: Tues., Oct. 29th
Final exam (400-001, meeting Tu./Th. 2:00): Sat., December 7th, 12:00pm

The dates of the midterm are slightly flexible depending on events during the semester and how quickly we progress through the material. Final Exam dates are fixed and cannot be changed. The exams will be primarily multiple choice with a few short answer questions dealing with interpretation or your ability to describe results or descriptive statistics. Students are expected to take the midterms at the announced times. Exceptions may be made in rare cases and proof has to be provided for the legitimate excuse. If a student misses a midterm exam for an excusable reason, the student can take a make-up within a week of the scheduled time or choose to shift the weight of the midterm exam to the final exam.

Homework:

There will be weekly homework assignments over whatever material was covered during that week, to give an indication what might be covered on the exam from that particular material. These will be multiple choice assignments on the course Sakai site and will be graded online. There will also

be 4-6 Stata assignments during the semester. Those will be a combination of multiple-choice questions on Sakai about the results or techniques of those assignments as well as interpretation components that will be submitted as PDF's. Do not turn in assignments to my office or the Economics Department. Feel free to consult each other on homework assignments, but each person is responsible for submitting their own unique assignment.

Grading weights:

Each assignment and exam during the semester will comprise a certain percentage of your final grade, with the percentages given in the schedule below:

2 Midterm Examinations 50%
Final Exam 30%
Daily Polls/Participation 5%
Homework Assignments 15%

If you participate in 3/4ths of the daily polls during the semester you will receive full participation credit. Only the top 3/4ths of your homework grades will contribute to the final percentage.

Grading Scale:

The final class grade will be assigned a letter grade based on the weighted earned scores during the semester according to the following grade schedule:

At least 93%:	A
At least 90% but less than 93%:	A-
At least 87% but less than 90%:	B+
At least 83% but less than 87%:	B
At least 80% but less than 83%:	B-
At least 77% but less than 80%:	C+
At least 73% but less than 77%:	C
At least 70% but less than 73%:	C-
At least 67% but less than 70%:	D+
At least 60% but less than 67%:	D
Less than 60%:	F

Grade Appeals:

If for any reason you feel that a question was graded unfairly or incorrectly, feel free to bring this to my attention. In order to be considered please print out the homework assignment in question, write up which question you think was incorrectly graded and explain why. Then staple the explanation to the assignment or exam and bring it to my nearest available office hours. I will consider your argument and make a determination within three days and give you a response. However, if I find that there were mistakes made above what was found the first time, your grade on the assignment can go down from this process.

Technology in the Classroom:

This class will be making extensive use of Poll Everywhere as a platform for student interaction and as a way for me to quickly ask and evaluate questions during class. Students are expected to have a Poll Everywhere account by the second week of classes (<https://poll.unc.edu/>). This will

also be used to track participation and attendance. We will also be making use of STATA, a statistics package that can be purchased or is available for free in the computer lab or through the UNC Virtual Computing Laboratory. Bringing a charged laptop to class is therefore recommended, and I will make announcements in class if we are going to have a session dedicated to STATA usage ahead of time. However laptop use outside of this is not permitted in class. When we are using laptops, I expect you to be 100% “with us,” which means no e-mail, no Facebook, no Twitter, no ESPN, and so on.

Attendance Policy:

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

However I also understand that life can create unexpected challenges or hardship that fall outside of these official approved absences. Please communicate with me early about potential absences, and I will try to accommodate reasonable requests. Please be aware that you are bound by the [Honor Code](#) when making a request for a University approved absence.

Make-Up Exams:

If for any reason you miss an exam and need to make it up, I will schedule a time with The Testing Center. If multiple make-up exams need to be taken an attempt will be made to schedule all make-ups at the same time.

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>.

Accessibility Resources:

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with

accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

Relevant policy documents as they relate to registration and accommodations determinations and the student registration form are available on the [ARS website under the About ARS tab](#).

Counseling and Psychological Services:

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Diversity Statement:

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve, I appreciate suggestions.

Honor Code Policies:

1. All students are expected to follow the guidelines of the UNC honor code. In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context. If you are unsure about which actions violate that honor code, please see me or consult honor.unc.edu.
2. Students are bound by the Honor Code in taking exams and in written work. The Honor Code of the University is in effect at all times, and the submission of work signifies understanding and acceptance of those requirements. Plagiarism will not be tolerated. Please consult with me if you have any questions about the Honor Code.
3. The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected (honor.unc.edu).

Title IX Resources:

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance/Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Additional Student Resources:

- **The Learning Center:** The UNC Learning Center is a great resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in SASB North or visit their website to set up an appointment: <http://learningcenter.unc.edu>.
- **The Writing Center:** The Writing Center is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up an appointment on their website: <http://writingcenter.unc.edu>.

Syllabus Changes:

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.