INTRODUCTION TO ECONOMETRICS  
ECON 419  
Section 01  
Tuesday and Thursday 0800-0915  
J.C. Long Building 220  
8.19.2021 (subject to change)  
Prof. Frank Hefner  
Office: Beatty 425  
FALL 2021  
Phone: 953-8111  
Office Hours: 11:00-12:30 Tuesdays and Thursdays  
and by appointment (in person or zoom)  

ECON 419: Introduction to Econometrics (3) An introduction to the use of economic theory, statistical analysis, and mathematical model building to explain economic relationships.  

PREREQUISITES: ECON 200, ECON 201, 6 credit hours of 300-or 400-level ECON courses, MATH 104 or 250, Math 105 or 116 or 120; MATH 350 or DSCI 232; or permission of the instructor.  

LEARNING GOAL:  
Econometrics is a set of tools used to estimate and test economic relationships. The methods taught in this course are applicable in business (accounting, finance, marketing, and management) and in many other social science disciplines. The aim of this course is to provide the students with an econometric toolkit to engage in applied analysis. The hope is that you will gain an overview of econometrics and develop some “intuition” about how economic models work. The emphasis of this course will be on understanding the tools of econometrics and applying them in practice, with particular emphasis on practice. Upon successful completion of this course, students should be able to use a statistical/econometric computer package to estimate an econometric model and be able to report the results in a non-technical and literate manner.  
"An economically trained person is likely to spend most of his or her working life writing papers, reports, memoranda, proposals, columns, and letters. Economics depends more on writing ... than on the mathematics and statistics usually touted as the tools of the trade."  

Science Education Resource Center (SERC) at Carleton College  
(http://serc.carleton.edu/sp/index.html)  

TEXTS:  
Using Econometrics: A Practical Guide by A.H. Studenmund  
The 7th edition is available from Pearson (The 6th edition is also acceptable.)  

Using Econometrics: A Practical Guide (Subscription)

cText
Instant access

$59.99
Buy now

Recommended: Econometrics for Dummies by Roberto Pedace

TECHNOLOGY:
Computer Requirement: You should have access to a laptop computer. You will need to bring this to class when required.
Software used in this course includes EXCEL, MINITAB, and EVIEWS. Minitab and EViews are available remotely to CofC students:

https://appsanywhere.cofc.edu/

OAKS: Supplemental class materials will be posted on OAKS. Students should be familiar with OAKS in the event that the College goes to an on-line format.

RECORDING OF CLASSES (via ZOOM)
Class sessions may be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

GRADING AND EXAMS:

Midterm (October 5) 100
Homework 100
Final Exam (December 9: 1030-1230) 200
Paper (December 3, by 1700 to my office) 100

Grading:
A = 90 - 100 %
B+ = 87 - 89
B = 80 - 86
C+ = 77 - 79
C = 70 - 76
D = 60 - 69
F < 60

Grades are not curved.

EXTRA CREDIT: You may improve your grade by taking the three skill review tests in GMetrix. Each test can potentially add 10 points to your total score.
http://sb.cofc.edu/centers/certiport/mos-certification/training-on-gmetrix.php

Details on OAKS.

Note: The midterm grade required by the College is not part of the grading formula.

Note on Final Date and Time: The Office of the Registrar publishes the official date and time. Location is the regular classroom.

Jeopardy contestants (TV quiz show) who answer a question which initially is considered to be correct have their scores reduced when the judges determine the answer was actually incorrect (or increased if the judges find the initial answer was correct). I reserve the right to do the same in my grading. A posted grade may be modified based on a re-evaluation of the answer. The goal is to accurately grade the answer; thus the correction may add or subtract points from the initial grading.

Grade Appeals Process:
Do not approach me with grade questions during class, or in the few minutes before or after class. These discussions should take place in my office. This communication must occur within 5 business days after receiving your grade. Keep track of your grades. I return all assignments. If you are not in class the day I return the assignment, you will need to see me in my office to retrieve your work.

E-MAIL: I attempt to respond to e-mail messages during normal business hours (Monday- Friday 8-5). Put the course number in the subject line with the topic: ECON 419 Question, for example. You should schedule appointments with me via e-mail. I will not respond to requests for grades. Assignments are not accepted by e-mail.

Email etiquette is important, please keep the following guidelines in mind when writing your email:
   a) Use business-like writing style (e.g., Dear Prof. Hefner, Sincerely, etc.).
   b) Be concise and to the point.
   c) Use an email alias so the recipient sees your full name, or your full name with @g.cofc.edu, in his/her email inbox.
   d) Fill in the subject line with a meaningful topic (e.g., Trouble with Homework #2).
   e) Use a clear signature block with your full name, telephone number and return email address.

ACADEMIC INTEGRITY: All students are expected to adhere to the College Honor Code. This includes plagiarism. In addition to penalties that may be imposed on you by the honor board of the College of Charleston; in the case of plagiarism you will receive a grade of zero for the written component of the semester grade. In the case of other violations of academic integrity you will receive an F for the semester. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php
ATTENDANCE and ASSIGNMENTS:
You are expected to attend class. Students who miss class regularly typically do not pass this course. Late assignments are not accepted and will result in a grade of zero. Missed papers and exams may be completed with an approved absence from the professor. You are responsible for all material covered in class. A missed quiz or exam without an excused absence counts as a zero.

Assignments are due at the beginning of class (or earlier), unless otherwise specified.

Computer failure/unavailability may not be an acceptable excuse for not completing the assignments by the due date. Remember Murphy’s Law. You can always submit your work early.

CLASS DECORUM: Normal classroom behavior is expected. Turn off cell phones and beepers before class starts. This means no texting during class time. Cell phones should not be visible. No laptop computers may be used in class without the explicit permission of the instructor. (see appendix regarding cell phone policy)

GENERAL INFORMATION: Course policies may be changed during the semester. Any changes will be announced in class. You are responsible for all material covered in class. Lectures may or may not follow the text. Additional reading material may be assigned during the class. You will be tested on assigned reading and lecture material. Computer assignments will consist of applied econometric work. Students are encouraged to work together on the empirical assignments. However, all students must write up their answers independently of each other.
GENERAL CONTENT:
Review of Descriptive Statistics
Probability Distributions
Statistical Inference: Estimation
Hypothesis Testing
Simple Regression
Multiple Regression
Further Techniques in Regression Analysis
   Dummy Variables
   Binary Choice
   Functional Forms
   Distributed lag models
   Forecasting
Problems in Regression Analysis
   Multicollinearity
   Heteroscedasticity
   Autocorrelation
   Errors in Variables
Time-Series (if time permits)
   ARIMA
   Nonstationary series
   Testing for Unit Root
   Cointegration
NOTE: I reserve the right to add or subtract topics as the course develops.

TERM PAPERS: Details will be covered in class.

Note: The syllabus may be modified as events warrant.
Generic Syllabus Material 2021

1. Catalog 2021-2022

ECON 419
An introduction to the use of economic theory, statistical analysis, and mathematical model building to explain economic relationships.
Prerequisite(s): ECON 200, ECON 201, 6 credit hours of 300- or 400-level ECON courses, MATH 104 or MATH 250, MATH 116 or MATH 120, MATH 350 or DSCI 232; or permission of the instructor.

2. COLLEGE OF CHARLESTON HONOR CODE AND ACADEMIC INTEGRITY

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the
IMPACT ON GRADE IN THIS COURSE: All students are expected to adhere to the College Honor Code. This includes plagiarism. In addition to penalties that may be imposed on you by the honor board of the College of Charleston; in the case of plagiarism you will receive a grade of zero for the written component of the semester grade. In the case of other violations of academic integrity you will receive an F for the semester.

3. SPECIAL NEEDS: [http://disabilityservices.cofc.edu/](http://disabilityservices.cofc.edu/)

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before an accommodation is needed.

If there is a student in the class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services / SNAP, please contact me.

If you have any concerns about the class, please contact me.

4. CLASS DECORUM: Normal classroom behavior is expected. Turn off all pagers, beepers, and cell phones before class. This means no texting during class time. No laptop computers may be used in class without the explicit permission of the instructor. Cell phones should not be visible; i.e., not on top of the desk, in your lap, in your open bag, etc.

Regarding cell phone: Research at the University of Texas “found that someone’s ability to hold and process data significantly improved if his or her smartphone was in another room while taking a test to gauge attentional control and cognitive processes. Participants who kept their phones in a pocket or bag also outperformed those who kept their phones on the desk while taking the same test. Again, even if the phone was turned off and face down on the desk, the mere sight of one's own smartphone seemed to induce “brain drain” by depleting finite cognitive resources.” “One of the most valuable takeaways from this study is that it doesn’t seem to matter whether your smartphone is turned on or off—or whether it's face up or face down on a desk close to you...Just having your smartphone within sight can reduce your proficiency on cognitive tasks that require your undivided attention. Luckily for all of us, putting your smartphone in another room, a pocket, or the bottom of a bag seems to be an easy remedy for this problem.”

Smartphone Reduces Available Cognitive Capacity. Journal of the Association for Consumer Research)

No laptop computers may be used in class without the explicit permission of the instructor.

5. CENTER FOR STUDENT LEARNING

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and they are available to you at no additional cost. CSL also provides a writing lab where trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information regarding these services please visit the CSL website at https://csl.cofc.edu/

6. WRITING LAB

I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit http://csl.cofc.edu/labs/writing-lab/.

7. SCHOOL OF BUSINESS LEARNING GOALS:

COMMUNICATION SKILLS: Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.

QUANTITATIVE FLUENCY: Students will demonstrate competency in logical reasoning and data analysis skills.

GLOBAL AND CIVIC RESPONSIBILITY: Students will be able to identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students will also be able to integrate knowledge and skills in addressing these issues.

INTELLECTUAL INNOVATION AND CREATIVITY: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.
SYNTHESIS: Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

This course emphasizes quantitative fluency.

The course meets the following School of Business learning goals: Communication Skills (term paper); quantitative fluency (econometrics); intellectual innovation and creativity (creative data analysis); and synthesis (term paper)

8. DEPARTMENT OF ECONOMICS LEARNING GOALS:

Understanding Major Economic Problems
Students demonstrate an understanding of the major economic problems facing society and the policy alternatives which may be utilized to contend with these problems. Supports Strategic Initiative 1: Enhance the undergraduate academic core.

Quantitative Fluency
Students demonstrate the ability to draw insights about economic behavior from the application of mathematical tools. Supports Strategic Initiative 1: Enhance the undergraduate academic core.

Synthesis
Students demonstrate the ability to access existing knowledge by retrieving, assembling, and organizing information on particular topics and issues in economics. Supports Strategic Initiative 1: Enhance the undergraduate academic core.

Communication Skills
Students demonstrate the ability to clearly communicate the analysis of an economic issue. Supports Strategic Initiative 1: Enhance the undergraduate academic core.

This course attempts to meet all of the Departmental learning goals. Specifically, implementation and demonstration of achievement will be through completions of examinations, problems, and the term paper.

9. INCLEMENT WEATHER, PANDEMIC OR SUBSTANTIAL INTERRUPTION OF INSTRUCTION

If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

10. COVID Statement
COVID issues are in a constant state of flux. This course will follow all COVID related policies announced by the College of Charleston.