GENERAL INFORMATION

Instructor: Dr. Bei Qin
Email: beiqin@hku.hk
Office: Room 1008 K.K. Leung Building
Phone:
Consultation times: Wednesday 2.30pm – 3.30pm or by appointment

Tutor: TBA

Pre-requisites: Level 2 or above in HKDSE Mathematics Module 1 or 2, or a pass in MATH1011 University Mathematics I or concurrent registration in MATH1011.

More important details:
*Not open to students taking or having taken STAT2601 Probability & statistics I.
*The student is supposed to have some basic training in mathematics (high-school level) and economics (intro level).

Course Website: On Moodle in HKU portal

COURSE DESCRIPTION

This course studies the measurement and interpretation of economic variables, and how to model their relationships using appropriate empirical methods. Topics include interpretation of headline statistics, describing economic aggregates, modeling of economic relationships and drawing conclusions from observations.

COURSE OBJECTIVES

Give students enough background in statistics and develop economic intuition in analyzing data on economic issues, so that students can move on to next econometrics course without much difficulty.

FACULTY GOALS

Goal 1: Acquisition and internalization of knowledge of the programme discipline
Goal 2: Application and integration of knowledge
Goal 3: Inculcating professionalism and leadership
Goal 4: Developing global outlook
Goal 5: Mastering communication skills
### COURSE LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Aligned Faculty Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO1. Collect data, compute simple statistics, construct corresponding confidence intervals, and write a short report based on the results.</td>
<td>Goal 1-2</td>
</tr>
<tr>
<td>CLO2. Understand and evaluate basic empirical results of research reports and newspapers.</td>
<td>Goal 2-5</td>
</tr>
<tr>
<td>CLO3. Test simple hypotheses based on empirical results of research reports and newspapers.</td>
<td>Goal 1-2</td>
</tr>
<tr>
<td>CLO4. Estimate a simple linear relationship between two variables</td>
<td>Goal 1-2</td>
</tr>
<tr>
<td>CLO5. Be comfortable using statistical software packages, Excel and STATA (or R).</td>
<td>Goal 1-2</td>
</tr>
<tr>
<td>CLO6. Be ready for the next Econometrics course in the program</td>
<td>Goal 1-2</td>
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### COURSE TEACHING AND LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>Course Teaching and Learning Activities</th>
<th>Expected contact hour</th>
<th>Study Load (% of study)</th>
</tr>
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<tbody>
<tr>
<td>T&amp;L1. (Lecture.) Instructor will give lectures on major concepts and issues.</td>
<td>33</td>
<td>28</td>
</tr>
<tr>
<td>T&amp;L2. (Assignment.) Students will be asked to work on questions, as a review of some major concepts.</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>T&amp;L3. (In-class and tutorial presentation and discussion) Students are expected to present their answers and engage in discussion during lecture and tutorial meetings. Most in-depth learning takes place when students actively engage themselves in discussions thought presenting and sharing their ideas.</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>T&amp;L4. (Consultation) Both instructor and teaching assistant hold weekly consultation hours to answer students' questions. Students are also encouraged to discuss questions with the instructor and TA by email or a forum in the class website.</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>T$L5 Self Study</td>
<td>33</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100%</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Brief Description (Optional)</th>
<th>Weight</th>
<th>Aligned Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Project</td>
<td></td>
<td>10%</td>
<td>CLO 1-6</td>
</tr>
<tr>
<td>A2. Midterm</td>
<td></td>
<td>40%</td>
<td>CLO 1-4,6</td>
</tr>
<tr>
<td>A3. Final</td>
<td></td>
<td>50%</td>
<td>CLO 1-4,6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
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### STANDARDS FOR ASSESSMENT

<table>
<thead>
<tr>
<th>Course Grade Descriptors</th>
<th></th>
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<tbody>
<tr>
<td>A+, A, A-</td>
<td>Strong evidence of superb ability to fulfill the intended learning outcomes of the course at all levels of</td>
</tr>
</tbody>
</table>
Learning: describe, apply, evaluate, and synthesis.

Strong evidence of the ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis.

Evidence of adequate ability to fulfill the intended learning outcomes of the course at low levels of learning such as describe and apply but not at high levels of learning such as evaluate and synthesis.

Evidence of basic familiarity with the subject.

Little evidence of basic familiarity with the subject.

Assessment Rubrics for Each Assessment (Please provide us the details in a separate file if the space here is not enough)

**Group Project**
Each group will be required to submit a written analysis of an economic topic. The objective of group project is to give students an opportunity to apply the statistical tools studied in this course to daily life issues. Through this, students will demonstrate their understanding of topics by integrating the tools and concepts covered in the course. The following grading criteria are applied:

### Grading Criteria

<table>
<thead>
<tr>
<th>CLO</th>
<th>Aligned with CLO 1, CLO 2, CLO 4</th>
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</thead>
<tbody>
<tr>
<td>A+, A, A-</td>
<td>All key statistical and economic problems are identified, insightful and detailed analyses, sufficient supports with relevant data/facts, effective application of concepts and theories, well thought-out and feasible recommendations, and excellent writing.</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Most of the key statistical and economic problems are identified, generally insightful and detailed analyses, appropriate use of relevant data/facts, acceptable application of concepts and theories, generally logical and feasible recommendations, and decent writing.</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>A few key statistical and economic problems are identified, somewhat insightful and detailed analyses, insufficient use of relevant data/facts, limited application of concepts and theories, mediocre and infeasible recommendations, and marginally acceptable writing.</td>
</tr>
<tr>
<td>D+, D</td>
<td>Respond to few of the questions clearly and accurately. Few of the responses are well organized, clear, fluent, and with appropriate elaboration.</td>
</tr>
<tr>
<td>F</td>
<td>Respond to very few of the questions clearly and accurately. Very few of the responses are well organized, clear, fluent, and with appropriate elaboration.</td>
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**COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE**
Introduction: Chapter 1 (1 week)

Measurement and Presentation of Data: Chapters 2, 3, 4 (3 weeks)

Probability and Normal Distribution: Chapters 5, 6 (3 weeks)

Estimation and Interpretation: Chapters 7, 8 (3 weeks)

Hypothesis Testing: Chapters 9, 10 (2 weeks)

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)

Required Textbook:
Statistical Reasoning for everyday life, by Bennett, Briggs and Triola.
A copy of the textbook is available on the Library Reserve.

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- conducting mid-term survey in additional to SETL around the end of the semester
- Online response via Moodle site

COURSE POLICY (e.g. plagiarism, academic honesty, attendance, etc.)

**Participation, Practice and Problem Sets:**

Class participation is strongly encouraged and hopefully you will find it extremely worthwhile attending all the lectures. It is entirely your responsibility to determine what you have missed, if you do not attend a class.

It is also recommended that you attempt as many exercises as possible, for they are essential to learning the course material. Here is a Chinese proverb that makes the point:

> I hear and I forget ... I see and I remember ... I do and I understand ...

The practice questions at the end of each chapter in the book should be taken automatically as (weekly) assignment and necessary supplementary material. They will be neither collected nor graded, but will serve as beneficial exercises contributing to a good grade.

Following the lectures, reading the textbook and working on the problem sets are complementary activities! Do not expect to do well in this course by only reading the textbook just before the exams.

**Policies for Class Time:**

(i) All cell phone alarms must be turned off while in class.

(ii) The lecture sessions are periods dedicated to this course - not to finishing homework, not to extra-curricular activities, not to chatting with your friends.

(iii) In lectures, please ask questions and offer observations as appropriate. Please feel free to ask for clarification if I am not making sense to you. Because the class is so large, however, those who wish to speak must raise their hands and be recognized. If you are speaking, speak loudly. A common mistake made by people speaking in large lecture classes is to carry on a conversation with the instructor as if no one else were present in the room. Be aware of how your actions are affecting the class! If you speak, make sure your classmates can hear you. If someone else is speaking, listen to him or her and see if you can answer the question or respond to the comment.

I may call on you to attempt to answer a classmate's question. So, be prepared!

(iv) If you are speaking out of turn, and I judge your conversation to be distracting, I will ask you to leave the lecture. Please do not argue at that point. Feel free to come by my office and discuss it later. If you are talking loudly enough that I can hear...
you - regardless of the subject you are discussing - it is your responsibility to leave the lecture if I ask you to. Any student who disrupts the class may be subject to a penalty.

**Academic Conduct:**

The University Regulations on academic dishonesty will be strictly enforced! Please check the University Statement on plagiarism on the web (http://www.hku.hk/plagiarism/). Academic dishonesty is behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. It includes, but is not necessarily limited to, the following types of cases:

(i) **Plagiarism:** The representation of someone else's ideas as if they are one's own. Where the arguments, data, designs, etc., of someone else are being used in a paper, report, oral presentation, or similar academic project, this fact must be made explicitly clear by citing the appropriate references. The references must fully indicate the extent to which any parts of the project are not one's own work. Paraphrasing of someone else's ideas is still using someone else's ideas, and must be acknowledged.

(ii) **Unauthorized Collaboration on Out-of-Class Projects:** The representation of work as solely one's own when in fact it is the result of a joint effort.

(iii) **Cheating on In-Class Exams:** The covert gathering of information from other students, the use of unauthorized notes, unauthorized aids, etc.

(iv) **Unauthorized Advance Access to an Exam:** The representation of materials prepared at leisure, as a result of unauthorized advance access (however obtained), as if it were prepared under the rigors of the exam setting. This misrepresentation is dishonest in itself even if there are not compounding factors, such as unauthorized uses of books or notes.

Where a candidate for a degree or other award uses the work of another person or persons without due acknowledgement:

(i) The relevant Board of Examiners may impose a penalty in relation to the seriousness of the offence;

(ii) The relevant Board of Examiners may report the candidate to the Senate, where there is prima facie evidence of an intention to deceive and where sanctions beyond those in (i) might be invoked.

**ADDITIONAL COURSE INFORMATION** (e.g. e-learning platforms & materials, penalty for late assignments, etc.)

**Absence from the exams:**
Absence from the midterm exams must be accompanied by TWO doctors’ notes for course grade reweigh. Please be advised that any other reasons can NEVER be acceptable and make-up exams are not possible under any circumstances.

**Free-rider Problem on Group projects:**
The free-rider problem, a situation that lazy students do nothing but rely on other group members to do the work, is strictly prohibited in the project report. A confidential peer evaluation will be carried out after the submission of group report to determine students’ individual grade of group work. No grade will be given if the student is evaluated as the free-rider by group members.