

1. COURSE DESCRIPTION

Overview:

This course is an introduction to the statistical analysis of economic relationships and has a dual focus on theoretical foundations and the application of empirical techniques using economic data. Econometric methods will be illustrated using the application of regression techniques to a wide variety of economic questions and data sources, and you will learn to use statistical software to analyse these data. Some advanced topics in causal inference will also be discussed. A centrepiece of the course is the course project, which develops skill in testing the feasibility your ideas, developing one of your ideas for analysis, reporting on your analysis orally, and communicating the details of your analysis in written form. By the conclusion of the course, you should have a solid theoretical and practical foundation for the investigation, interpretation, and communication of empirical evidence in economics.

Reference materials: Required readings will be assigned each week, supplementing the weekly lecture video and lecture notes. Throughout the course, we will consistently consult the required textbook listed below, which is accessible through UofT libraries and available for purchase in the UofT Bookstore or elsewhere. Other readings will be posted directly on our website on our weekly content page. You may also find it useful to consult other econometrics or statistics books. This is especially useful if you are already familiar with these books through other courses (i.e., this will help you build a bridge from your previous courses to our course material).

Required Textbook:

- Introduction to Econometrics, 4th Edition by James H. Stock and Mark W. Watson.

Other References (not required):

- Introductory Econometrics: A Modern Approach, 7th Edition by Jeffrey M. Wooldridge.
- Mastering ‘Metrics by Joshua Angrist and Jörn-Steffen Pischke (Princeton University Press, ISBN:978-0-691-15284-4)
- Causal Inference: The Mixtape by Scott Cunningham (<https://mixtape.scunning.com/>)
- 2020 Business Statistics, Fourth Canadian Edition by Sharpe, De Veaux, Velleman, and Wright

Software: Our course will involve data analysis, and you will learn and use a statistical software package: Stata. Our lecture and tutorials will use Stata in real-time to analyse data, and it is the primary statistical package supported by the instructor and TAs throughout the course. *Can you use another program?* Not ideally. There is value in “speaking the same language” in our course activities, whatever that language may be. While it is technically possible to use another software program, you would need to be proficient enough to translate Stata references/tasks directly into another package all the while staying in time with course activities. You assume your own risk here as we do not vet code in from other programs in real-time (or as submitted). Remember also, that many students in the course will have no background in any statistical package, so by setting out as a beginner Stata user, you are not starting out behind but rather adding another program to the list of software to which you’ve become familiar.

Stata is available at reduced rates through the student pricing program, which allows U of T students to buy Stata software at low prices from StataCorp directly. The 6-month subscription to Stata/BE is sufficient for our needs: student page linked here (toggle to the 6-month tab for reduced pricing): <https://www.stata.com/order/new/edu/profplus/student-pricing/>. Stata is also available for free in the library computer lab: <https://mdl.library.utoronto.ca/technology/statistical-software>.

2. COURSE LOGISTICS:

Course website: <https://q.utoronto.ca/courses/296261>

Course email: eco375.ward@utoronto.ca

Office hours: after each lecture in/near the lecture location

Course schedule: ECO375 has a scheduled meeting time of Fridays 9am-11am, and section meeting times of Wednesdays 9am-11am (section L0101) and Wednesdays 12pm-2pm (section L0201). We assume students are available each week at the times given for their section on the university timetable, and we expect weekly attendance as the course involves participation-based work within our scheduled course time slots. For a full description of the weekly schedule, please see the section on Course Meetings.

Communication: Most points of communication for the course (lecture, tutorial office hours, help desk, email) are detailed through the course website (address given above). We coordinate course help, project support, and office hours to course timeslots to avoid other scheduling conflicts and to streamline discussions about course content. Please see the section on Course Communication for details on how best to communicate with course staff depending on your type of inquiry.

Prerequisites: Our starting point will assume mastery of prerequisite material, and we will spend the first weeks of the course bringing your accrued second-year statistical knowledge to the practice of applied econometrics. The rest of the course builds on that knowledge with the subsequent, more advanced course topics. It is your responsibility to bring sufficient comprehension of prerequisite material, and it is the responsibility of our course to build on that baseline. We view prerequisites not only as a thing you did that one time, but as necessary preparation for ECO375. The full set of prerequisites for ECO375 are listed and described here: <https://artsci.calendar.utoronto.ca/course/eco375h1>. Note: the department checks whether students have the correct course prerequisites and will automatically remove those who have not fulfilled the requirements.

3. WEEKLY SCHEDULE

Our course structure in a typical week begins with readings and video course content (required), and it ends with interactive lectures, assessment activities and problem-based tutorials, which integrate the week's knowledge and assesses your understanding. Specifically, readings and lecture videos will be followed by the **Wednesday lecture** (in-person) and **Friday tutorial** (in person). Additionally, each week also includes open office hours on Friday (called "the Friday help desk").

Weekly details will be announced and posted ahead of time on the weekly calendar on Quercus. As noted in Section 1, you should expect to be available for all four hours of course time each week (this ensures that you are ready to attend all weekly participation components and guarantees that you have no conflicts in reaching out for help during office hours). Note also that the above

provides an example of a *typical* week, which will occur with modification around midterm dates, assessment components, and unforeseen events.

3.1. WEDNESDAY LECTURES

Wednesday lectures are live and delivered in-person. Please prepare ahead of time by reviewing the week's lecture material, which will make it significantly easier for you to engage with the live lecture content (and with the rest of the ECO375 community). During the lecture period, you will want to ensure you have some way to access our Quercus site for course materials (via wifi with, preferably, a laptop), and you will also need some way to take notes (electronic annotation, paper and pencil, or alternative). Taking notes will be particularly important since not all information is contained on the posted lecture slides. You can take notes any way you prefer, e.g., you can do it on physical paper referencing slide numbers ...or you can do it electronically directly on posted lecture slides, etc. You get the idea here: taking notes is important, and you need to find a way to do it.

Access to Stata during lectures is recommended since lectures often include live Stata examples (and since the Wednesday meeting is an opportunity to check in with me or classmates on code issues you may be up against). An alternative to having direct access to Stata during the lecture is to share with a neighbour, take notes on process, and then replicate the exercises in Stata later at home or in the computer lab.

3.2. FRIDAY TIMESLOT

Tutorials: Friday tutorials are live and delivered in-person. You should prepare for the tutorial ahead of time by solving the weekly assigned problems. Like the lecture, you will need a way to take notes, and you will need access to the course Quercus site (via wifi with, preferably, a laptop). Again, access to Stata during tutorials is recommended since tutorials often include live Stata examples (and since the Friday meeting is yet another opportunity to check in with TAs or classmates on code issues you may be up against). An alternative to having direct access to Stata during the workshop is to share with a neighbour, take notes on process, and then replicate the exercises in Stata later at home or in the computer lab.

We expect you to regularly attend tutorials and to participate. Is there an incentive to go to tutorials? Yes, my friends, because this is where you will find solutions to tutorial problems. In other words, we will not be posting solutions to tutorial problems online. The aim here is for you challenge yourself with the weekly problems and then take up the questions together with your tutorial group. If you need help outside this, at any time, follow up with us on Wednesday or come to the Friday Help Desk (described next).

Help Desk: During the last half hour in our Friday time slot, we will be running an ECO375 help desk. The help desk is staffed by the ECO375 team for most weeks of the semester. Aside from being staffed by one of our team, it also provides a dedicated place on campus to work on ECO375 material. This makes it a great place to meet up with your project partner or with your other peers (who are also working on econometrics projects!). Attendance is optional.

3.3. SKILL-BASED WORKSHOPS

There are scheduled workshops throughout the semester to assist you in developing and polishing each phase of the ECO375 course project. Specifically, on select Fridays, we run Stata workshops to provide support in manipulating and analysing data using Stata. On select Wednesdays (e.g., prior to project phase submission deadlines), we run Project Workshops, which provide targeted support for project development through self-editing techniques and peer feedback.

3.4. KEEPING UP A WEEKLY PRACTICE

Keeping a regular practice of course skills is particularly important in ECO375 as the content builds on itself, and your mastery of it depends heavily on spaced repetition. To this end, our econometric training schedule will involve a weekly practice of study, application and reflection, which we then use as the basis for the next week's training. There is a cadence here, where each week adds to last week's progress, and we build our understanding by using our weekly training regime: study, apply, reflect. Just as you would not expect to run a successful marathon by leaving all training to the night before the race, you cannot expect success in this course by leaving all course work to the night before due dates. To put an even finer point on it, if you do not prepare yourself with weekly readings and videos, you will be at a significant disadvantage in completing the weekly activities and participation components. This accumulated deficit will, in turn, handicap your performance in larger course components like the final course project and exam.

3.5. MEETING PARTICIPATION

Aside from expecting you to prepare each week, we expect your weekly attendance and participation in course meetings (i.e., lectures, tutorials, Project workshops, Stata workshops). While we provide online access to course materials (lecture slides, code files, data sets, and reference materials), these materials are an ingredient to (not a substitute for) your active participation in weekly meetings. Moreover, weekly meetings provide specific context for the material and are productive to completing the course assessments. The lectures, for example, include group activities, which have direct application to your submitted course work, and the Stata workshops and weekly tutorials develop skills that ready you for the project phases and tests. Several of these course meetings will also include assessment of active participation on your part (see the Evaluation section below). Do not get in the habit of missing weekly meetings.

4. CHECKLIST OF REQUIREMENTS FOR COURSE DELIVERY

START-UP TASKS:

- **Check** you have course prerequisites: <https://artsci.calendar.utoronto.ca/course/eco375h1>
- **Review** your methods prerequisites by digging up your textbook/course notes and jogging your memory of the main topics covered therein. The methods prerequisite is ECO220Y1 (Introduction to Data Analysis and Applied Econometrics) or its equivalents ECO227Y1/ (STA237H1, STA238H1)/ (STA247H1, STA248H1)/ (STA257H1, STA261H1).

FOR IN-PERSON MEETINGS, YOU WILL NEED:

- **Paper and a pencil** (and probably an eraser, unless you're the kind of person that never makes mistakes). Electronic equivalents will work as well.
- Access to a **reliable laptop** with wifi capabilities and ability to access a web browser and our Quercus materials. You will need to bring this laptop to lecture and tutorial time slots (be they in-person or online). See Weekly Details section for details.
- An **installation of Stata** on your laptop, which can be accessed during course time slots (be they in-person or online). See Course Description section for details.
- The **course textbook**. See Course Description section for details.

- A current **installation of Office 365**, available at no cost to current U of T students, via the page Office 365 ProPlus: <https://onesearch.library.utoronto.ca/ic-faq-categories/microsoft-365-proplus>
- Your **TCard** (your U of T Student ID card) ready
- If you have an accessibility concern, reach out to ATS for accommodation as soon as possible so that we can get to work on things right away. To do this visit <http://www.studentlife.utoronto.ca/as> and register with Accommodated Testing Services (ATS): <https://www.ace.utoronto.ca/ats/>

FOR ONLINE MEETINGS (E.G., LOCKDOWN CONTINGENCIES):

- Regular access to a **reliable laptop** with a working microphone and webcam
- A **Zoom account under your U of T credentials** (personal Zoom accounts are blocked from accessing U of T zoom sessions).
- Regular access to **reliable high-speed internet** and **reliable electricity**
- The **hardware, software, and knowledge to scan your work to be uploaded**. Most phones can scan (a separate scanner is unnecessary) to create PDF, JPG, or PNG files.

BEST PRACTICES:

- Regularly follow our **Quercus site for detailed guidance**, updated as our situation evolves.
- Be **proactive to avoid technical and other difficulties**, which includes submitting well before deadlines, maintaining your devices, keeping software up to date, minimizing the strains on your internet bandwidth, learning how to scan efficiently, carefully reading all assessment instructions, and contacting your instructor/TAs immediately with any problems.

5. COURSE COVERAGE

Topic*	Reference
Intro: Introduction to the Practice of Econometrics	Chapter 1; notes; videos
Introduction to Stata	Stata Primer; notes; videos
Bridging: Bridging from 2nd Year	2yr Pre-req Chapter Review**; Chapter 2-3
Topic 1: Review of probability and statistics	Chapter 2-3; notes; videos
Topic 2: How to conduct an econometric study	Reading: "Conducting an empirical analysis"
Topic 3: Simple Linear Regression : Estimation and Inference	Chapter 4-5, 17; notes; videos
Topic 4: Multiple Linear Regression : Estimation and Inference	Chapter 6-7; notes; videos
Topic 5: Nonlinear Regression Functions	Chapter 8; notes; videos
Topic 6: Assessing Studies based on Multiple Regression	Chapter 9; notes; videos
Topic 7: Panel Data Models	Chapter 10; notes; videos
Recap: Conclude and Recap	

*Note: topics may be covered in less than or more than a week depending on our pace as we move through the course.

** Review your methods prerequisites: ECO220Y1 or its equivalents ECO227Y1/ (STA237H1, STA238H1)/ (STA247H1, STA248H1)/ (STA257H1, STA261H1). You can do this by reviewing your prior textbook and course notes to jog your memory of the main topics covered therein.

6. COURSE ASSESSMENT

6.1. EVALUATION

The overall course grade in ECO375 will be determined as follows:

Assessment	Weight	Due Date	Collaborators	Submission
Participation Week 1	1%	11-Jan	None	In class (individually)
Participation Week 2	1%	20-Jan	None	In class (individually)
Course Project¹	34%		Limited ²	
Phase 1: Ideas Workshop ³	1%	01-Feb	Peers in-class	In class (individually)
Phase 2: Feasibility Plan	1%	28-Feb	Partner	Online (as pair)
Phase 3: Class Presentation ³	1%	08-Mar	Peers in-class	In class (individually)
Phase 4: Presentation Video	8%	14-Mar	Partner	Online (as pair)
Phase 5: Written Paper ³	1%	28,29-Mar	Partner, Peers in-class	In class (individually); See note ⁴
Phase 6: Final Project Submission ⁵	22%	04-Apr	Partner	Online (as pair)
Midterm	28%	17-Feb	None	In class (individually)
Final Exam	36%	TBA	None	

¹ The weight for each phase gives the percent contribution of each phase to the total course grade.

² The course project is typically completed in pairs, and you will collaborate with your partner through the process. Additionally, limited discussion and interaction regarding the project permitted with other classroom peers. See description of limits in the section below. Note that any marks for peer work are given for your completion of a peer review and not based on feedback from your peers.

³ Phases 1, 3, and 5 are completed in conjunction with in-class workshop activities (the Project Workshops). These workshop activities are required and completed individually (i.e., even if you are working in a pair on the project, your workshop submissions are individual). See details below.

⁴ The written paper is due on Mar 28th, which is submitted online as a solo or co-authored (i.e., partnered) paper. On Mar 29th, each student will bring a hard copy to the Mar 29th workshop (e.g., paired students bring two copies of their co-authored paper), and activities will be submitted in-class individually. See further details below.

⁵ Evaluation of the Final Project will include our assessment of the final draft of your written paper and of your own assessment of progress through the project using your phase submissions as supporting evidence.

6.2. COURSE PROJECT

The course project allows for substantial creativity beyond what is possible during timed assessments, and it provides the opportunity to develop your econometric skills in programming, data manipulation, statistical analysis, and interpretation of results. Through this process you will also learn to feasibility-test your econometric ideas and hone your presentation and writing skills (all while you gain a deeper knowledge of a topic of specific interest to you).

Process-based phases: the course project is process-based and developed over six phases. This means most of your learning will be spaced throughout the semester with low-stakes assessment providing a guide towards your project's continued development. There is ample opportunity for "mistakes" along the way (e.g., choosing an impractical idea, estimating the wrong model, misinterpreting results, etc.), but identifying and adjusting for mistakes is part of our process. Give a lot of love to these mistakes because this is where the learning lives.

Unique Projects in groups of two: the course project is designed as a paired project, and we strongly recommend working with a partner. It is possible to work solo, but we do not allow groups of more than two. The final submitted project must be based on a unique idea/dataset for each group (be it solo or pair). This means no two projects will be the same. Put another way, the only

context where you can work on the same project as someone else is if you are formally paired up on the same project.

Break-ups and Marriages: in situations of acrimony, pairs can break-up and go solo. However, in such cases, the break-up must occur before Phase 4, and at least one of you must start again with a new unique idea/dataset in advance of the Phase 4 deadline. This is because “going solo” requires your solo project to be unique from all others from Phase 4 onward. Similarly, two (initially) solo students can partner up as a pair at any time before the Phase 4 deadline and submit to the remaining phases as a pair. Note that in all cases, once a pair submits to the Phase 4 deadline with a partner, you are effectively “married” for the rest of the project (for better or worse, until Phase 6 do you part).

Project Workshops: Phase 1, 3, and 5 are completed in conjunction with in-class workshop activities (aka, the Project Workshops). These workshop activities are required and are completed individually. This means that even if you are working in a pair on the project, your workshop submissions are completed and submitted individually. For instance, during the Ideas Workshop (phase 1), you will complete and submit individual work separately from your partner. Similarly, in the Class Presentation workshop (phase 3), both of you will present your joint work separately, with each partner presenting to a different group of peers. Lastly, in the Written Paper workshop (phase 5), both of you will bring your own copy of your joint paper to edit and share separately with a different peer. If you are not paired, then, of course, you are doing all the project phases alone.

Submission: A summary and schedule of the project phases is given in the Evaluation section above, and detailed instructions and expectations will be posted on Quercus. Note that these expectations include in-person attendance in Project Workshops on key weeks of the course. Submission of work product will occur according to the instructions on Quercus and on the schedule listed above. You must manage your time: you assume all risk of working on these in the final days before deadlines. Workshop deliverables must be ready/completed by the start of the workshop period, and you are expected to arrive on time. Online submission is expected by the deadline and clocks are set accordingly. Any deadline associated with a workshop is strict and students must attend in their section. For all other project due dates, there is a short grace period of 2-hours after the deadline, but beyond that we do not accept late submissions (no exceptions). There are no make-ups and no extensions for ANY reason.

6.3. COLLABORATION

Tests: This may seem obvious, but warrants saying anyway: there is absolutely no collaboration allowed on tests. Your submissions must be entirely your own work, and any collaboration (with any person or AI bot technology) for any portion is a serious infraction. Note that this means you may not post any material directly related to the tests, discuss any of the test content, or share any files related to the tests **before or during the test window**. After the testing date, discussion of test materials within the context of the course is permissible (and welcome, even), but note that test materials are protected by copyright and cannot be shared or posted outside the context of our course environment (i.e., our course environment is the Quercus page, course meetings, and office hours). To be clear, this means you DO NOT have permission to share these materials outside the course environment. Because copyright infringement has been an issue in the past, do not expect detailed test questions and solutions to be posted after the fact in an easily sharable form. Instead, expect a mapping of test questions to course concepts, and actual test questions to be discussed as

a group in class time (the latter of which you can relate back to personalized feedback on your test paper itself).

Course Project: The course project is developed, ideally, with a partner. If you submit as a pair, you can, of course, collaborate with your partner on all phases of the project. This will represent you and your partner's co-authored, original work (i.e., the ideas, content, and submissions must be your and your partner's work alone with proper citation and attribution given to outside sources). Several of the project phases are completed in conjunction with in-class workshop activities, which ask you to collaborate with your other peers directly. In this case, this means sharing your own ideas (yours alone if you are solo or your pair's combined ideas) with other peers for feedback. These discussions should take place through course infrastructure: e.g., our Project Phase workshops (Phase 1, 3, and 5), Stata workshops, help desk hours or Wednesday lecture time. Other collaboration outside the course (such as submitting an idea sourced from elsewhere, submitting results sourced from elsewhere, copying text or code without your own modification, presenting ideas that were created by others (human or AI bot), submitting writing that was sourced from others (human or AI bot)) is prohibited. Submission of your assignments within Quercus, will engage the University's plagiarism detection tool. Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

6.4. REMARK REQUESTS

Remark Requests: Remark requests must: (1) be submitted to Remark Request, which is an MS Form, (2) explain WHY more points are justified, (3) be submitted within TWO WEEKS of the work's return to the class. The entire submission may be remarked: your mark can go up, down, or remain unchanged. ALL submitted requests are reviewed together after the two-week deadline, not immediately. We will not consider any remark requests after the deadline.

6.5. MISSED WORK

There is a strict policy concerning missed tests or assessments, and any missed work earns an automatic mark of zero. For any issues that extend beyond our course, or last more than a week, you MUST contact your College Registrar immediately. Unless we hear directly from your College Registrar, we unfailingly apply the rules laid out in this syllabus, and we do so consistently across all students. We do this because ad hoc adjustment is entirely unfair to students who may be in similar circumstances, but who do not ask for accommodation beyond what is already offered. In terms of accommodations, we set the following to account for special circumstances, e.g., illness, injury, personal/family problems, enrolling after the course has begun, religious reasons, extracurricular conflicts, technology problems, internet or power outages, quarantine issues, accessibility concerns, and/or other challenging situations.

Missed course meetings with graded activities:

Our expectation is for students to attend all course meetings and certainly all *grade-required* course meetings (grade-required meetings are listed in Section 6.1 as "In-class" submission).

However, we make the following specific accommodations for students who cannot attend (e.g., for circumstances as listed above).

6.5.1. Late entry accommodation Week 1 and Week 2: We accommodate students who cannot attend grade-required course meetings in Week 1 and 2, by allowing online submission of meeting activities up to the end of Week 3 of the course (i.e., by Sunday, January 29 at 11:59pm).

6.5.2. Missed Project Workshop: To accommodate students who cannot complete up to one required Project Workshop, we drop the worst week in computing your mark. This also accommodates students who attend under difficult circumstances and/or miss part of a workshop due to technology, travel and/or other issues. The intention in offering the accommodation is not that it be used strategically to drop any particular phase (i.e., we assume you will attend all workshops and try your best each time), but rather to accommodate unexpected and unforeseen challenges in attending the workshop. Again, if you have unexpected and unforeseen challenges extending beyond our course, or lasting more than a week, you **MUST** contact your College Registrar immediately before any further accommodation plan can be made.

6.5.3. Missed online submission deadline: The course project has several online submission deadlines. These occur after each Project Workshop, which, themselves, are aimed at preparing your work for submission at every stage. This process-based approach helps you manage your time leading up to deadlines and will make on-time submission a simple matter of sequence. Because of this, we adhere strictly to deadlines, and expect you to submit on time. There is a short grace-period of 2-hours after the submission deadline, but beyond that we do not accept late submissions (no exceptions), and a grade of zero is assigned automatically. There are no make-ups and no extensions for ANY reason.

6.5.4. Missed Midterm: a missed midterm will receive a grade of a zero. In exceptional circumstances, we may grant an exemption. In this case, we determine whether an exemption will be granted; you need to complete ALL of the following steps to be considered.

1. Complete “Missed Test,” which is an MS Form for our course. It must be submitted BEFORE THE START TIME for the missed test. For example, if the start time is 9 am on Friday, the LATEST you can request an accommodation is the morning of that same Friday: 9 am. It is unacceptable to fail to show up for an important engagement without advance notice. We do NOT wish to see any document completed by a doctor or other professional. All questions in the MS form are required.
2. Complete the University’s Absence Declaration form on ACORN.
3. Check your U of T e-mail. If an immediate resolution is possible, we may e-mail you quickly. Otherwise, within one week of the missed work you should receive an e-mail from us. Follow any instructions in it. Not seeing an e-mail from us is not an acceptable excuse for your failure to follow any time-sensitive or other instructions.
4. Complete all other course assessments including the final exam. A make-up test will be scheduled by us, which must be completed by you. The style and timing of the make-up is at our discretion, e.g., it may be an individual oral test scheduled one-on-one with me or course staff, a written test scheduled in a joint session with other students, or a combination of both. Note that these will be held in-person unless policy dictates otherwise. Your performance on the make-up and other graded course work, as well your MS Form submission and correspondence, will be taken under advisement, and conjointly determine, your final course grade. We do not report marks for make-ups. However, after all regular course work is complete and returned, we will report the mark assigned for the original missed assessment.

Failing to complete all three steps above, regardless of the reason, results in a mark of zero on the original missed test. We do not accept late submissions and there are no make-ups for the make-up and no extensions for any reason. Accommodations for missing more work than addressed above are extremely limited: (1) an ongoing and substantial injury, illness, or personal/family problem seriously affecting the student's ability to complete term work across all courses over an extended period of time where the student's College Registrar writes to me after meeting with the student and formally requests an accommodation on the student's behalf or (2) more than one conflict not related to injury, illness or personal/family problems where I am contacted by the student very far in advance. In these limited situations, I will consider whether accommodations can still meet all course requirements or whether the student must be advised to drop the course and retake it when able to complete the required work. Any such extraordinary accommodations are at my discretion and may involve completing work at an alternate time, an oral and/or other assessment, re-weighting, and/or may be contingent on performance on other work.

7. COURSE COMMUNICATION

7.1. MAINSTREAM COMMUNICATION

This is a challenging course, and you will likely have many questions throughout. We welcome these questions. In fact, we are banking on it. We have designed our course with communication in mind. To facilitate our collective discourse, we have organized the following as part of our semester: weekly tutorials, weekly help desk time, consultation time with the Stata TA, office hours and lecture time with interactive activities requiring your feedback. Your ECO375 community is here for you through our course meetings: each week, all semester.

As you can probably tell from the Sections above this course requires a high level of in-person participation and given how many resources we've put to in-person supports, we will direct ALL communication through these points. Maybe you want to try to by-pass the course infrastructure altogether and email us one-on-one. Please note, however, that asking questions via e-mail is almost never the best way to get an answer. It leaves others out of valuable discussions and, more generally, requires a lot of repetitive effort for us; effort better put towards course improvement (pareto improvement, even). Instead, consider the avenues of communication listed below, and choose one that best fits your inquiry. If you somehow missed this section of the syllabus the first time around and email me about something of general interest to others or something that has a structured process already attached to it, please do not take offence if you receive a canned reply directing you to come to our course meetings.

1. Questions on course content (including the material covered in course assessments):
 - The primary way to address questions on course content is to bring them to the Wednesday lecture, Friday tutorial or Friday help desk. These meetings are designed to be interactive, and we welcome questions here!
2. Questions about Stata specifically:
 - Some questions about Stata may not be sufficiently addressed in the lectures. In this case, attend the Friday tutorial and/or Help Desk, and ask your question there. Remember, we also have structured Stata workshops, run by our Stata TA, which are scheduled throughout the semester to walk you through the basic mechanics of Stata. Our Stata TA welcomes, most specifically, your questions on Stata.

3. Technological issues:
 - If you are having an issue with your technology, come to class and discuss with one of the course staff. Remember from Section 4 above; you should be proactive about avoiding technical and other difficulties, which includes learning to use the technology laid out in Section 4 ahead of “crunch” time. Let us help you ahead of time by bringing it to our attention in our Wednesday or Friday meetings.
4. For remark requests on course assessments OR inquiries regarding a missed term test:
 - Please use the MS forms links on Quercus.

7.2. EMAIL POLICY

Most questions can be handled through points 1-4 above, but for those of a private nature, please reach out to me directly through email (e.g. for concerns about accessibility accommodations, TA issues, typos or broken links on the website). If you need to send an email, please adhere to the following:

- Send your email to the course email: eco375.ward@utoronto.ca. Do not use any other email address to get in contact with us (it will be missed or ignored). For example, DO NOT try to email us through Quercus or at any other address the instructor/TA may hold.
- Send the email from your UofT email address (it will be ignored as spam otherwise).
- Include your student number in your signature.
- Please include the nature of your inquiry

What if you don't get an email reply?

The TAs and I usually craft all e-mail replies in blocks, once a week. The design of the course means you probably don't have an email that needs an immediate, on-call response (i.e., please see section **6.5 Missed Work** for policy on last minute submission emergencies and adhere to **Section 3.3 Keeping up a Weekly Practice** and **Section 3.4 Meeting Participation** to stay on top of content questions ahead of course due dates). Note that for the reasons outlined above, we will not reply to questions that are better addressed in course meetings, office hours, through points 1-4 above, or where the answers are already communicated in the Syllabus or course announcements. Therefore, if you don't receive a reply, please check the syllabus, review Quercus announcements, see your TA during office hours, or see me during office hours. I run open office hours after each lecture, which means there are four opportunities a week to speak with me (Wed: MY380 11am, WB130 2pm; and Thu: MY320 11am, MY380 2pm). Note, I love talking with students; do not feel that you are encroaching on my time by coming to office hours (in fact, I often consider these hours are the best part of my week!) ...On the other hand, you can probably tell I hate email inboxes. So please come see me IRL with your questions.

Lastly, please note that we will make important announcements through Quercus, which means you need to check in here regularly. You may also wish to customize your Quercus notification preferences to receive immediate notification of course messages.

8. ACADEMIC INTEGRITY

Please read/refamiliarize yourself with the Faculty Arts & Science's Statement on Academic Integrity at the start of our course: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>. As part of an academic community it is your responsibility to

be aware of appropriate conduct. Any academic offence will be reported and acted upon immediately. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me during class time or office hours. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources (for example, the [University of Toronto website on Academic Integrity](#)).

9. GRADING AND RECORDING TECHNOLOGY

This course will use Crowdmark, a collaborative online grading tool for marking and providing feedback on graded term assessments. Crowdmark provides efficiencies with grading, data recording, returning term assessments and handling regrade requests. Copies of student work marked in Crowdmark, including grading and feedback, will be available online to students for at least one year. Digital (i.e., online) copies will serve as the authoritative record for course administrative purposes, and paper copies of assessments scanned and uploaded to Crowdmark will be destroyed after the term has ended and final grades are approved. If students have questions about how your information is stored on Crowdmark, please contact your course instructor.

This course, including your participation, will be recorded on video in OCCS-ready classrooms and may be available for viewing remotely in some circumstances (e.g., see Student Accessibility section below). Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about the recording and use of videos in which you appear, please contact your instructor.

10. STUDENT ACCESSIBILITY

For accessibility concerns *immediately* visit <http://www.studentlife.utoronto.ca/as> and also register with Accommodated Testing Services (ATS): <https://www.ace.utoronto.ca/ats/>. We can only provide accommodations for assessments as directed by ATS. If you have trouble, seek help right away from us, your College Registrar, and/or the Academic Success Centre. For any issues that extend beyond our course, or last more than a week, contact your College Registrar immediately.

11. PRIVACY

We are all expected to respect university privacy and copyright restrictions in this course.

Synchronous Events: The relevant policy states “Students may not create recordings of weekly synchronous events with the exception of those students requiring an accommodation for a disability, who should speak to the instructor prior to beginning to record these events.”

Course Recordings: The relevant policy states “Download and re-use is prohibited. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. Non-compliance with these terms violates an instructor’s intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.”

Course Materials (lecture slides, tests and assignment questions and other course content):

The relevant policy states: “Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. Non-compliance with these terms violates an instructor’s intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.”