

COURSE OUTLINE

This course outline will help you learn more about ECO372, a course in Data Analysis and Applied Econometrics in Practice. Below you will find a description of the course, a reading list, a description of our typical weekly schedule, a checklist of start-up requirements, a list of topics covered, and course assessment break down. This information can help you assess whether the course is a good fit for your goals and schedule. If you are interested in the detailed course syllabus – a required read if you are taking the course – please go to the course website and toggle to the online “Course Syllabus” page: <https://q.utoronto.ca/courses/398285>.

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. A centrepiece of the course is the course project, which will train the following skills:

- testing the **feasibility** your econometrics ideas,
- developing an idea for **formal analysis**,
- reporting on your analysis through **oral summary**,
- communicating the details of your analysis in **written form**, and
- creating a **replication package** containing your data and code

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 reference resources 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.
- 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/>)

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
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Software: Throughout our course we will learn to use statistical software in lectures and tutorials. This will provide lots of practice using software, which you will apply to your own project submissions. Specifically, we will use the software, Stata, which is one of the easiest statistical packages to gain quick proficiency in basic data and regression analysis. We do this because the process of "applying econometrics" can be daunting, and so we will simplify the *logistics* of doing analysis by using the same common language across all elements of the course and within the course community. *Can you use another program?* No. There is value in "speaking the same language" in our course activities, whatever that language may be. Stata is the primary statistical package supported by the instructor and TAs and will be used by your classmates.

An ECO375 course licence for Stata will be provided to you as part of the course.

2 COURSE LOGISTICS:

Course website: <https://q.utoronto.ca/courses/398285>.

Course email: eco375.ward@utoronto.ca

Office hours: multiple times per week; see Quercus for times and locations (listed under Quick Links)

Course schedule: ECO375 has a scheduled meeting time of Thursdays 9am-11am, and section meeting times of Fridays 9am-11am (section L0101), 11am-1pm (section L0201), and 1pm-3pm (section L0301). 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 Help Desk

hours, help desk, email) are detailed through the course website (address given above). Generally, we do not communicate through email. We coordinate course help, project support, and office hours to course timeslots to avoid other scheduling conflicts and to streamline discussions about course content. We also offer open Help Desk hours outside course time slots on other days of the week. Please see the Course website for details on how best to communicate with course staff depending on your type of inquiry.

Preparation and Prerequisites: ECO375 is a 3rd-year course in Applied Econometrics, which builds directly on second-year prerequisites, particularly ECO220Y1 (Introduction to Data Analysis and Applied Econometrics) or its equivalents ECO227Y1/ (STA237H1, STA238H1)/ (STA247H1, STA248H1)/ (STA257H1, STA261H1). 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 reference content (required), and it ends with interactive lectures, assessment activities and problem-based tutorials, which integrate the week's knowledge and assesses your understanding. All material for the week will be posted on the course calendar according to date. Specifically, readings and resources will be followed by the **Thursday Tutorial** (in-person) and **Friday Lecture** (in person). Additionally, each week also includes open office hours.

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 COURSE MEETINGS (THURSDAY/FRIDAY)

Course meetings 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 course content (and with the rest of the ECO375 community).

During the classroom 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 course meetings are 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 on your own computer.

Is there an incentive to go to class? Aside from the participation grade? Yes, my friends, because this is where you will see targeted activities and discussion helping you to complete the project and data analytics work and example applications similar to invigilated tests. You will not have access to this discussion unless you attend.

3.2 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 weeks, we run Stata workshops to provide support in manipulating and analysing data using Stata. On select Fridays (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.

3.3 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 resources, 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 test.

3.4 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>
- **Register** on ACORN in both course sessions: your preferred section on Thursday and the course meeting on Friday: <https://www.acorn.utoronto.ca/>
- **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).
- **Read** the introductory message and **complete** the course Start-up tasks on Quercus: https://q.utoronto.ca/courses/398285/pages/course-welcome?module_item_id=7007752

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://uthrprod.service-now.com/infocomm?id=kb_article&sys_id=514599cf47d011d0c36312c2e36d4378
- 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> and register with Accommodated Testing Services (ATS): <https://studentlife.utoronto.ca/departments/accessibility-services/>

FOR ONLINE MEETINGS:

- 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; posted reference material
Introduction to Stata	Stata Module; notes; posted reference material
Bridging: Bridging from 2nd Year	2yr Pre-req Chapter Review**; Chapter 2-3
Topic 1: Review of probability and statistics	Chapter 2-3; notes; posted reference material
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; posted reference
Topic 4: Multiple Linear Regression : Estimation and Inference	Chapter 6-7; notes; posted reference material
Topic 5: Nonlinear Regression Functions	Chapter 8, 11; notes; posted reference material
Topic 6: Assessing Studies based on Multiple Regression	Chapter 9; notes; posted reference material
Topic 7: Panel Data Models	Chapter 10; notes; posted reference material
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%	05-Sep	None	In class (individually)
Empirical Bridging Module	3%	TBA	None	In class (individually)
Term Test 1	23%	09-Oct	None	In class (individually)
Term Test 2	23%	06-Nov	None	In class (individually)
Course Project¹	25%		Limited ^{2,3}	
Feasibility Plan (4%)		17-Oct	Partner	Online (as pair)
Workshop 1 (4%)		24-Oct	Peers in-class	In class (individually)
Workshop 2 (4%)		14-Nov	Peers in-class	In class (individually)
Workshop 3 (4%)		21-Nov	Peers in-class	Online and in class; See note ⁴
Workshop 4 (4%)		28-Nov	Peers in-class	In class (individually); See note ⁵
Final Project Submission (80%)		04-Dec	Partner	Online (as pair) ⁶
Comprehensive Test	25%	27-Nov	None	In class (individually)

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

² The course project is 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 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 this date, and each student will attend their enrolled lecture section and bring a hard copy of their paper (e.g., paired students bring two copies of their co-authored paper). Activities will be submitted in-class individually. See further details below.

⁵ On this date, each student will attend their enrolled lecture section and bring a hard copy of a peer's paper. Activities will be submitted in-class individually. See further details below.

⁶ Evaluation of the Final Project will include our assessment of the replication package and final draft of your written paper and of your own assessment of progress through the project using your workshop submissions as supporting evidence.

6.2 EMPIRICAL BRIDGING MODULE

Our course is one of the upper-level ECO courses where students complete an Empirical Bridging Module (EBM) during a two-hour session early in the Fall term. In this session, you practice applying your prerequisite skills to empirical research drawn from academic journals and working paper series by economists. These cases challenge you to *apply* the empirical tools that you studied in your second-year prerequisite courses and help prepare you for our upper-level empirical course. Your mark is based on demonstrated effort: the goal is active learning, including helping you notice where your prerequisite skills may need some review so that you are set up for your best work in our course. We expect about two hours of your effort, but for those who wish for more time for any reason, including but not limited to accessibility reasons, you may keep working for up to three hours and the EBM support team will continue to be available until noon to help with your questions. (Note: The EBM is an activity, not a test, so Accommodated Testing Services is not relevant.) If you are enrolled in more than one course doing the EBM, credit automatically applies to all relevant courses. For makeup requests for the EBM please complete <https://forms.office.com/r/AtqMrkCfGw>, which is an MS Form, as soon as possible. For any EBM related questions, please contact us directly at: ebm.economics@utoronto.ca. Please read all e-mails from that address, which is how the EBM team communicates with students across many courses, including telling you the room number in the Examination Centre (EX) to report to for the EBM.

6.3 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 workshop phases: the course project is process-based and developed over multiple in-class workshops. 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 will be part of your process in this course. 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 November 14th, and at least one of you must start again with a new unique idea/dataset in advance of the November 14th deadline. This is because

“going solo” requires your solo project to be unique from all others from this point onward. Similarly, two (initially) solo students can partner up as a pair at any time before the November 14th deadline and submit to the remaining phases as a pair. Note that in all cases, once a pair submits to the November 21st deadline with a partner, you are effectively “married” for the rest of the project (for better or worse, until final submission do you part).

Project Workshops: The project is 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. This means you will be writing about and presenting your joint work in class, each individually and we will have a record of your contributions to the project for each pair.

Submission: A summary and schedule of the project workshops 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. For your convenience, all assessment dates are highlighted in green on the course calendar according to when they are due. 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. There are no make-ups and no extensions for any reason.

6.4 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, 5, and 6), Stata workshops, help desk hours or Thursday 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. This includes all in class submissions. 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>).

Note final submitted assignment must be original work produced by the individual student (or project pair) alone. Students may not use artificial intelligence tools for taking tests, writing research papers, or completing submitted course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

6.5 REQUEST TO REVIEW A MARKING ERROR

Sometimes our marking technologies and processes will assign a mark in error. In these cases, you may request a review. There are two requirements:

- (1) The request must be submitted to the **“Marking Error” form**, which is an MS Form posted on the top of the main course website. All questions on the MS Form must be completed. We do not review marking errors that are not described and submitted through the MS Form (e.g., we do not engage a review if a marking error is discussed with TAs in Help Desk hours or described through email, but not submitted in the form).
- (2) The request must be submitted **within two weeks** of the work's return to the class. Marking TAs will review submissions together at the conclusion of the two-week window. TA hours for this process are assigned and scheduled via DDAH contract, which is why we can't enforce TA work on late submissions.

Before you submit a request, please make sure you understand each element of the assessment itself. You can do this by attending the follow-up review sessions (delivered in class after the assessment), reviewing the provided grading rubric, and checking your understanding with course staff in Help Desk hours. Do not submit a marking error if you haven't first spent time to fully understand the question and answer for each element of the assessment. The Marking Error request form is not the correct place to request explanations about assessment content itself.

For each submitted request, the assessment will be reviewed for error; errors will be corrected regardless of direction (up or down). Note that if no marking error is found, we will refer you to the follow-up review sessions, the grading rubrics provided, and Help Desk hours for clarification. A regrade request on the part of student that lacks any actual marking error indicates a misunderstanding of the content itself. The remedy here is not a regrade process, but instead to help you come to a better understanding about the content. This is better accomplished by asking

the question in class or Help Desk hours (e.g., why is my answer wrong? how does this compare to an A+ response?).

A note about submitting multiple errors on a single test: our tests are graded in blind review with sub parts divided over a team of graders; it is unlikely that there are *multiple* grading errors from *multiple* TAs over *multiple* questions in any one test. Errors themselves are rare and high within-test correlation in errors even rarer. More often, among submissions with multiple claims for error, it is a misunderstanding of the questions and content that is correlated over multiple parts of the test, and not grading errors from multiple graders. Again, the remedy is to follow up with us on understanding and not a marking error submission.

All submitted requests are reviewed together after the two-week deadline, not immediately. We will not consider any marking error requests after the deadline.

6.6 MISSED WORK

Missed work will be graded as a blank submission, and the corresponding mark will be zero. This is because the course work is not complete, and this is the appropriate assessment in this case (e.g., compare this to submissions where students have engaged in the work, and have spent time preparing and completing the assessment).

In exceptional circumstances, we may offer accommodation for missed work; the details for each assessment component are outlined below. Regardless of the circumstances, note that there are limits to the overall degree of missed work in the course. This is not about adjudicating the legitimacy of the circumstance, but rather, it is about whether we have collected enough evidence within the duration of the course to judge the course as completed. Indeed, usually it is completely understandable and reasonable that these circumstances affect completion of the course work. The limits on overall missed work, however, are not dependent on our subjective view of circumstances, but on an objective assessment that course learning goals are satisfied based on the course content and evaluation (content and evaluation which is constrained by the nature of the course and its role in the larger program).

Note that we unfailingly apply the rules laid out in this syllabus, and we do so consistently across all students according to policies set out here and by UofT more generally. 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.

For any student facing extreme circumstances (one's that extend beyond our course, or last multiple weeks), please contact your College Registrar immediately. This will allow you to get going on a coordinated accommodation plan, which also integrates with your other academic responsibilities this term.

Below we outline a list of assessment specific accommodations, which apply to all special circumstances affecting assessment completion, 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 accommodations, and/or other challenging situations.

6.6.1 MISSED COURSE MEETINGS WITH PARTICIPATION ACTIVITIES

Late entry accommodation for Week 1 and 2: We understand that travel plans and course choices may extend into the first weeks of September, and we post content and introductory information to help you catch-up with the course remotely. We also accommodate students who

cannot attend grade-required course meetings in Week 1 by allowing online submission of Week 1 activities up to the end of Week 3 of the course (i.e., by Sunday, September 21st at 11:59pm). After this date, any missing submission will receive a grade of zero. We accommodate students who cannot attend the Empirical Bridging Module (EBM) in the Week 2 tutorial by scheduling an in-person make-up option, given in Week 3. For makeup requests for the EBM please complete <https://forms.office.com/r/AtqMrkCfGw>, which is an MS Form, as soon as possible. For any EBM related questions, please contact us directly at: ebm.economics@utoronto.ca.

By Week 3, we have already completed 25% of the term, and we move quickly in terms of content, which you may want to consider in your late entry plans.

Missed participation-based course meetings after Week 2: After Week 2, participation in the weekly course meetings (Thursday and Friday) is required most weeks throughout the course, and we do not reteach or recreate the classroom activities for student who miss the meeting. Our expectation is for students to attend all course meetings.

Sometimes, for unexpected reasons, students are not able to attend and participate in class (e.g., for special circumstances as listed above). To accommodate students who cannot complete up to one course meeting where submitted participation activities occur, we drop the lowest in computing the participation grade. This is any such meeting in Weeks 3-12.

The intention in offering the accommodation is not that it be used strategically to drop any particular course meeting or activity (i.e., we assume you will attend all course meetings and try your best each time), but rather to accommodate unexpected and unforeseen challenges in attending class. 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.

6.6.2 MISSED ONLINE SUBMISSION DATE

Project deadlines: The course project has several online submission deadlines. These generally occur around 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 deadlines, but beyond that we do not accept late submissions (no exceptions), and a grade of zero is assigned automatically. Workshop deliverables must be ready/completed by the start of the workshop period, and you are expected to arrive on time. There are no make-ups and no extensions.

Final Project: The final project is due after the end of the course according to the deadline listed in section 6.1. We recognize that students differ in their schedules, abilities, and course loads, which is especially binding at the end of semester, and while a first project draft has already been submitted up to two weeks prior to the final deadline, finishing touches on the project may need some flexibility in scheduling at the end of term. To accommodate special circumstances (e.g., accessibility accommodations or other as listed above in 6.5), we allow up to a one-week extension on the Final Project deadline, with ALL of the following conditions:

- Complete “Missed Final Project Submission,” which is an MS Form for our course. It must be submitted *before* the Final Project deadline in order to apply. All questions in the MS form are required.
- The Workshop 3 draft must be uploaded before the original Workshop 4 deadline. If you submitted your Workshop 3 draft online on time (by Nov 21), then you have already

completed this step. If you missed the original Workshop 3 draft submission deadline, you must now submit a completed draft *before* the original Workshop 4 workshop deadline (Nov 28). This will then allow for an extension of up to one week on the Final Project Submission should it be needed. To be clear, this means that submission of a draft within a week of the Workshop 4 deadline is *required* for an extension on the Final Project Submission. Note that this does not relate to *grading* of either workshop, which require in-class workshop participation. Accommodations for missing the workshops falls under 6.5.1.

- If working on a pair, the timeline of work and use of the extension is agreed upon by BOTH pairs (if both partners do not agree, then the original Final Project deadline holds).

6.6.3 MISSED TERM TEST

There are two invigilated term tests (see Section 6.1 or the course calendar for details). Any missed term test will receive a grade of a zero, but in exceptional circumstances, we may allow a student to make-up this missed material. For this to apply, you need to complete the following within 1-week of the missed term test:

- Complete “Missed Test,” which is an MS Form for our course. All questions in the MS form are required, e.g., submission of documentation.
- We will not confirm receipt of these on our end (you already have confirmation from hitting the submit button). We will consult these records at the end of the course when calculating grades, and we will reweight the missed term test weight to the other course components in the following way: 60% will be replaced by the comprehensive test, and 40% will be replaced by the other term test.

This policy accommodates students who attend under difficult circumstances and/or miss a test due to technology, travel and/or other issues. The intention in offering the accommodation is not that it be used strategically (i.e., we assume you will attend all meetings and try your best each time), but rather to accommodate unexpected and unforeseen challenges in attending the course meeting.

Limits to the level of missed work: the missed test accommodation described here **does not apply** if you miss all the term tests. In this case, one missed term test would be reweighted as above and the zero would stand for the second term test. These tests cover concepts that are core to ECO375 learning goals, and missing both of the means that evaluation is no longer faithful to the training that these assessments represent. There are no circumstances under which we reweight both test tests to other components in order to stand in for these components.

In the case where there are extreme challenges to completing the course such that multiple assessments are missed, starting fresh on the course in the next term might be a good strategic move.

6.6.4 MISSED COMPREHENSIVE TEST

A missed comprehensive will receive a grade of a zero. In exceptional circumstances, we may allow a student to make-up this missed material. We will invite you to complete the following steps within 1-week of the missed test, all of which need to be complete in order to make-up the grade from a missed comprehensive.

- Complete “Missed Test,” which is an MS Form for our course. All questions in the MS form are required.

- Check your U of T e-mail. We will coordinate a make-up time, and we will email the time and location of this make-up via email.
- Attend and complete the make-up assessment. There is no make-up for the make-up.

The style and timing of the make-up is at our discretion respecting the learning goals of the course, 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.

The timing of the make-up will be determined by rooming availability, invigilator availability and the academic schedule of the set of students writing the make-up test. Our department staff will provide timeslots that avoid direct conflicts with course meetings or final exams, and we will set the time based on this. We limit scheduling dates to those within the fall academic term (Sept to Dec 20th), and we will not consider other conflicts aside from your existing courses or final exam times (e.g., we do not consider travel plans).

Your performance on the make-up and other 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.

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 course meetings, weekly Help Desk hours, and interactive activities requiring your feedback. All told, we have 8 hours of meeting time and 2 hours of Help Desk hours each week, and we welcome you to join us here. Your ECO375 community is here for you through our course meetings: each week, all semester. Please consult our course calendar for times, locations, and other contact details. 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.

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). **We generally do not reply to e-mail, especially about course content.** 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 our course meetings. There are course meetings every Thursday (2 hours), and Friday (6 hours).

These meetings include structured group work and discussion. On key weeks we convert the Thursday hours into informal "Help Desk hours" where you can receive extra help as a small group or one-on-one with one of our course staff. 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 course meetings. In this case, attend the "Help Desk hours" and ask your question there. Remember, we also have structured course meetings scheduled throughout the semester to walk you through the basic mechanics of 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 Thursday or Friday meetings.
4. For "Marking Error" review requests on course assessments OR inquiries reporting a missed test:
 - Please use the MS forms links on Quercus and read the protocols in Section 6 of the course syllabus.
5. For other inquiries:
 - Consult the course syllabus or course notes for information on your inquiry.
 - Come to Help Desk hours. Consult the Quick Links table on the Quercus Course Calendar for locations and times, and the weekly calendar postings for weeks where we add additional support.
 - Ask us in class during any of the Q&A breaks.

Note, I love talking with students. Moreover, our ECO375 TAs are chosen specifically because they have the same preference to help and share their understanding of the material with you. Do not feel that you are encroaching on our time by coming to ask questions (personally, I consider these hours the best part of my week!).

7.2 EMAIL POLICY

In ECO375 we rarely engage in back-and-forth communication through electronic means. This is because classroom interaction and open attendance Help Desk hours are a more efficient, effective and collaborative way to answer questions and communicate in real time for a course of this size. We organize a high level of in person supports to support this communication, which means that most questions can be handled through points 1-5 above.

Email is reserved for rare concerns (e.g., 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. We do not receive Quercus inquiries and TAs are not scheduled/compensated for any additional time put toward email responses.
- 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?

This likely means that we are expecting you come to the next course meeting and follow-up with your question. 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 face-to-face in course meetings, Help Desk hours, through points 1-5 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 or me during Help Desk hours.

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 Help Desk 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 RECORDING TECHNOLOGY

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

We aim for our course to be accessible to all! If you have a concern, feel free to seek help at any time from us, your College Registrar, and/or the Academic Success Centre. For any issues that last more than a week and extend beyond our course, please contact your College Registrar directly. This will allow us to get going on a coordinated accommodation plan for this course, which also integrates with your other academic responsibilities this term.

The University also provides Accessibility Services through ACE. To learn more visit <http://www.studentlife.utoronto.ca/as> or go to Accommodated Testing Services (ATS) here: <https://www.ace.utoronto.ca/ats/>. This will allow us to provide accommodations for assessments as directed by Accessibility Officer. The Course Calendar on Quercus (and Section 6.1 here) lists the deadlines for our course and will give a sense of our schedule and deliverables. If it is helpful,

we offer flexibility on the deadlines for Week 1 and 2 participation activities by offering alternatives scheduled in Week 3 of the course. If you are more comfortable writing with ATS, we can coordinate this for our tests. We can also adjust online due dates according to an LOA. Please review Section 6.1 for a list of online submissions and corresponding dates. Note we are bound by the LOA issued by Accessibility Services in all cases.

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.”