1. COURSE STAFF
Weeks 1 – 7 (Dr Minxian Yang):
   JG209, 9385-3353, M.Yang@unsw.edu.au
   Consultation: Fridays 10am-13pm or by appointment

Weeks 8 – 14 (Prof Denzil Fiebig)
   JG228, 9385-3958, D.fiebig@unsw.edu.au
   Consultation: Tuesdays 9am-10am, 14pm-15pm or by appointment

1.1 Communication with Staff
Telephone, email, consultation time, or appointment

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations
The lecture and tutorial time and location: Tuesday, 18pm-21pm, Quad 1047.

2.2 Relationship of this course to other course offerings
Prerequisite: Applied Econometrics (5251) or Econometric Theory (5254)

2.3 Approach to learning and teaching
The philosophy underpinning this course and its Teaching and Learning Strategies (see 3.3 below) are based on “Guidelines on Learning that Inform Teaching at UNSW. These guidelines may be viewed at: www.guidelinesonlearning.unsw.edu.au

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
The goal of this course is for students to gain a deeper understanding of theoretical underpinnings in econometrics and some recent developments in micro-econometrics and time-series econometrics.

3.2 Student Learning Outcomes
By the end of this course, students should be able to identify econometric issues in various applications and able to tackle certain econometric problems with learned techniques.

3.3 Teaching Strategies
Lectures will be used to introduce the logic structures and/or main ideas of various topics. Students should read the prescribed reading materials to achieve a thorough understanding of the topics introduced in the lectures. Tutorial exercises and assignments will enable students to practise on the learned materials and demonstrate their understanding and creativity.

4. STUDENT RESPONSIBILITIES AND CONDUCT

4.1 Workload
It is expected that you will spend at least **ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

### 4.2 Attendance
Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

### 4.3 General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: [www.my.unsw.edu.au](http://www.my.unsw.edu.au)

### 4.4 Keeping informed
You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information.

## 5. LEARNING ASSESSMENT

### 5.1 Formal Requirements
In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

### 5.2 Assessment Details
The total assessment comprises the following components:

<table>
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<tr>
<th>Component</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>Tutorials and Assignments</td>
<td>40%</td>
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<tr>
<td>Final Exam</td>
<td>60%</td>
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Tutorial exercises and assignments will be marked.

### 5.3 Assignment Submission Procedure
The tutorial assignments that contribute to the total assessment should be handed in by the end of the lecture of the due week.

### 5.4 Late Submission
Late submission will attract a deduction of marks.
6. **ACADEMIC HONESTY AND PLAGIARISM**

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: [www.my.unsw.edu.au/student/atoz/Plagiarism](http://www.my.unsw.edu.au/student/atoz/Plagiarism)

<table>
<thead>
<tr>
<th>Plagiarism is the presentation of the thoughts or work of another as one's own.</th>
<th>Examples include:</th>
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<tbody>
<tr>
<td><em>direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;</em></td>
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<td><em>paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;</em></td>
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<td><em>piecing together sections of the work of others into a new whole;</em></td>
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<tr>
<td><em>presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,</em></td>
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<td><em>claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.</em></td>
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Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at: [www.lc.unsw.edu.au/plagiarism](http://www.lc.unsw.edu.au/plagiarism)

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle.

† Adapted with kind permission from the University of Melbourne.
7. Student Resources

7.1 Course Resources

Prescribed textbook:


Reference books:


Journal articles:

These will be provided during the course.

7.2 Other Resources, Support and Information

The University and the Faculty provide a wide range of support services for students, including:

- Learning and study support;
- Counselling support;
- Library training and support services;
- Disability support services;

In addition, it is important that all students are familiar with University and Faculty policies and procedures in relation to such issues as:

- Examination procedures and advice concerning illness or misadventure;
- Supplementary Examinations;
- Occupational Health and Safety policies and expectations.

8. Continual Course Improvement

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process ([http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm](http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm)) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.
9. COURSE SCHEDULE

In Part 1 (Dr Yang), we will first review some basic facts about statistical inference to build a foundation for more advanced material. Second, we will introduce general inference techniques and the associated asymptotic theory that are frequently used in modern econometric analysis. These include estimation and testing issues in maximum likelihood (ML), quasi ML, generalised method of moments, quantile regression, simulated ML, as well as Bayesian methods. Third, we will discuss some time-series specific topics, including Kalman filter, fractionally integrated processes, structure breaks, superior-predictive-ability test (depending on time).

In Part 2 (Prof Fiebig), using the foundations that have been put in place in Part 1, we will discuss microeconometric issues that complement Part 1 material. Data in microeconomic situations typically relate to the decisions made by individual consumers, households or firms. The emphasis will be on the interplay of appropriate econometric methods and micro data to provide the platform to address substantive economic issues. As such the theoretical developments discussed will be motivated by actual modelling problems and time will be devoted to the interpretation and evaluation of published empirical work.