THE UNIVERSITY OF NEW SOUTH WALES
AUSTRALIAN SCHOOL OF BUSINESS
SCHOOL OF ECONOMICS

ECON1203/ECON2292(ARTS)
QUANTITATIVE METHODS B

COURSE OUTLINE
SESSION 2 2008

LECTURER-IN-CHARGE &
COURSE ADMINISTRATOR :

LOUIS YEUNG
ROOM 3122
QUADRANGLE BUILDING
TEL: 9385 3286
EMAIL: L.Yeung@unsw.edu.au

ECON1203/ECON2292 QUANTITATIVE METHODS B WEBSITE:

http://vista.elearning.unsw.edu.au

TABLE OF CONTENTS   **PAGE**

1. COURSE STAFF

The lecturer-in-charge is Louis YEUNG, located in Room 3122, Quadrangle Building; his phone number is 9385 3286 and his email address is L.Yeung@unsw.edu.au.

Louis Yeung is also the course administrator. He is therefore responsible for all academic and administrative matters regarding the course.

Other information of an administrative nature may also be obtained from the Business Student Centre, Ground Floor, Australian School of Business Building.

1.1. Communication with Staff

Students should feel free to approach their lecturer or tutor about any academic matter. A complete list of all teaching staff involved with the course will be posted on the QMB course website.

All teaching staff may also be contacted by telephone or email. Students must, however, bear in mind that through these media, it might be difficult, time consuming and sometimes even impossible to give them a full, proper and satisfactory answer to their statistical questions and problems because it is not a face-to-face interactive communication. It is also very difficult to write a proper statistical or mathematical answer through email. Therefore, if students wish to use these media nevertheless, they should restrict their queries to simple academic or administrative matters.

The teaching staff consists of lecturers and tutors. While lecture classes tend to be large and somewhat impersonal, tutorial classes are much smaller and usually are made up of groups of about 25 students. Students will thus be able to meet their tutors in a much smaller class environment and will be able to have more interactive communication. In fact, students are most encouraged to participate in tutorial class discussions and to ask questions related to this subject during tutorial classes in order to improve their communication, analytical and critical skills.

2. INFORMATION ABOUT THE COURSE

2.1. Units of Credit

This subject or course is worth 6 units of credit.

ECON1202/ECON2291 (Quantitative Methods A) is a prerequisite for ECON1203/ECON2292 (Quantitative Methods B or more simply QMB).

2.2. Class/Contact Hours

There are two 1-hour lectures and one 1-hour tutorial class per week.

2.3. Lecture Times and Locations

Group	Day	Time	Location	Lecturer
A	Monday	10 – 11 am	Law Theatre G04	**BUNTING**
	Wednesday	2 – 3 pm	Law Theatre G04	
B	Tuesday	10 – 11 am	Physics Theatre	**SYED**
	Thursday	10 – 11 am	Physics Theatre	
C	Monday	4 – 5 pm	Law Theatre G04	**YEUNG**
	Thursday	5 – 6 pm	Keith Burrows Theatre	
D	Wednesday	6 – 8 pm	Law Theatre G04	**ABLETT**

2.4. Tutorial Group Allocations

Each student must enrol in a tutorial group which meets for one hour each week. Tutorial classes start in Week 1.

ALL ECON1203 and ECON2292 students must enrol via their MyUNSW site into a tutorial class, if they have not already done so. Any students experiencing difficulties with such enrolment must see Louis Yeung for enrolment into a tutorial class.

Depending on availability, students can change their tutorial class till the end of week 2 through MyUNSW. As from week 3, moving from one tutorial group to another will not be allowed unless students have compelling reasons. They should contact the course administrator for these matters.

If, due to illness or other exceptional circumstances, students are unable to attend their usual tutorial class, they may try to attend another tutorial in the same week. Note that students are expected to attend their usual tutorial class for at least nine tutorials during the session. Otherwise, they may be penalised, for example, by being denied a supplementary exam if they make a special consideration request for a supplementary exam.

Tutorial exercises for each week are provided in a separate document.

2.5. Computing Work and Laboratories

Computing work is an integral component of QMB. So, for this course, the EXCEL program will be used to solve the statistical problems on topics discussed in lectures and EXCEL output will be discussed in tutorials.

Students will be provided with a separate computing handout which contains statistical exercises using the EXCEL program and will illustrate important aspects of the subject in a spreadsheet environment.

There is no compulsory computer lab class, given that students have already gained basic

EXCEL skills in the prerequisite course ECON1202/2291, but students are encouraged to complete the computing exercises in the computing handout by themselves in the computer lab or at home.

Lab sessions for QMB have been booked in the following computer labs at the following times:

Day	Time	Location
Monday	14:00 - 16:00 ; 17:00 - 18:00	QUAD 1023
Tuesday	11:00 - 13:00	QUAD 1023
Wednesday	16:00 - 18:00	QUAD 1023
Thursday	11:00 - 13:00 ; 16:00 – 17:00	QUAD 1030

A lab supervisor will be on duty during these times in weeks 2 to 9 to help students with their computer exercises. You may also direct your EXCEL questions to your tutors.

2.6. Equipment Required

A basic scientific calculator is required for this subject. Most students find the calculator used at school is satisfactory. It must be capable of logarithmic and exponential calculations, including x^y. If you need to purchase a new calculator, keep in mind that for Quantitative Methods B, it is desirable to have a two variable statistical mode to perform linear regression (LR) calculations. The calculator, CASIO fx-911W, may be a suitable one.

Students may need to purchase a memory device for data storage in computing laboratories, as it may not be possible to complete all the computing work during a lab session. Either a 3.5 inch high density formatted diskette or a USB memory key or stick will suffice and can be used to save or store your work until it is completed.

2.7. Relationship of This Course to Other Courses

ECON1203 (Quantitative Methods B) is one of the six year one core (i.e., compulsory) courses in the Australian School of Business. It is designed to give students a good insight and understanding of how statistical concepts, theories and techniques are applied to the fields of business, economics and the social sciences in order to generate solutions to problems encountered in these fields. As such, there is more emphasis on application of statistical knowledge to business, economic and other problems.

ECON1203 (QMB) therefore covers a selection of statistical topics widely used in the fields of commerce, economics and other areas of study. They constitute the minimum statistical knowledge and skills that our undergraduates should possess in order to be effective in their later studies at UNSW and in the world of work after they graduate.

FURTHER STUDIES IN ECONOMETRICS AND BUSINESS STATISTICS

The School of Economics currently offers a number of courses in econometrics and business statistics for which ECON1203(QMB) is a prerequisite. These courses are designed to equip students with further statistical and other quantitative skills that are widely used and increasingly demanded by employers in commercial fields and the public sector.

The School of Economics offers a major in Econometrics to students enrolled in a B.Ec., which can be combined with majors such as Economics or Finance. The Econometrics major is designed for students who are quantitatively inclined and wish to gain a solid grounding in estimation techniques used in economics and finance. B.Ec students can validly view a training in Econometrics as one way of enhancing their future employment possibilities.

Students interested in learning more about econometrics subjects should feel free to approach a first year Quantitative Methods lecturer.

Students enrolled in a B.Com can also complete a minor or major in Business Statistics. Double majors combining Business Statistics with any other specialisation available in the B.Com are encouraged.

2.8. Parallel Teaching in the Course

There is no parallel teaching (undergraduate and postgraduate students together) for this course.

3. COURSE AIMS AND LEARNING OUTCOMES

3.1. Course Aims

The purpose of Quantitative Methods B is to provide students with a comprehensive treatment of statistical methods which are used widely in economics, finance, accountancy, marketing and the social sciences generally. This subject also provides the foundation for second year subjects in econometrics and business statistics.

In the computing segment of the subject, students will learn to solve statistical problems in an EXCEL spreadsheet environment.

3.2. Student Learning Outcomes

Applications of statistics in accountancy, economics and finance constitute an important part of the subject material with an emphasis on both the formulation and the solution of business and economic problems. In this subject, students should develop a range of statistical skills and techniques for use in the world of business and finance.

The range of statistical skills and techniques to be developed in the students will include:

(a) the knowledge and ability to present and summarise all types of data as a basis for better and informed decision-making
(b) the knowledge and ability to formulate and evaluate a business hypothesis within a statistical testing framework
(c) the confidence and skills required to critically examine claims and conclusions based on a statistical analysis of the data
(d) the necessary knowledge, confidence and ability to undertake further studies in statistics and econometrics

Through the computing segment of the subject, students will become familiar with the use of EXCEL spreadsheets and learn to solve a variety of applied statistical problems by using the computer.

3.3. Approach to Learning and Teaching

The philosophy underpinning this course and its Teaching and Learning Strategies (see 3.4 below) are based on "Guidelines on Learning that Inform Teaching at UNSW". These guidelines may be viewed at : www.guidelinesonlearning.unsw.edu.au/.

Quantitative information and statistics are pervasive not only in the study of economics and business but in understanding a wide range of phenomena. Every attempt will be made to demonstrate the relevance of the course to understanding such phenomena. This will require applying statistical methods and techniques to practical, real life problems.

3.4. Teaching Strategies

The examinable content of the course is defined by the text references given in the lecture schedule, the content of lectures and the content of the tutorial class booklet.

3.4.1. Lectures

The purpose of the lectures is to introduce and explain in a logical manner the topics covered in the course and use real life examples to highlight important points. Not all topics will be presented in detail and students should supplement the lectures by reading the assigned material in the reference books and by attempting a number of the problems contained in the textbook by themselves.

3.4.2. Tutorial Classes

The object of the tutorials is to discuss various approaches and issues relevant to the assigned questions. Some tutorial exercises are meant to be challenging, so you should not be concerned if you have difficulty solving all the exercises before attending the tutorial.

In certain circumstances, such as where a request for special consideration is made (see below), tutorial attendance may be taken into account in determining whether a supplementary final exam is offered or not.
A tutorial class booklet will be distributed to students at the same time as this course outline. It contains the weekly tutorial exercises as from week 1 onwards. Students are well advised to

attempt these exercises before the tutorial class proper, otherwise, they may have difficulty understanding what is going on in the tutorial class and the solutions to the problems.

The purpose of the tutorial classes is primarily, therefore to provide an opportunity for consolidating what students have learned and understood from the lectures, their subsequent reading and work, and to enable small group discussion of the problems associated with the lecture topics covered in the previous week.

Students are again strongly reminded to attempt the set exercises in the tutorial booklet provided before attending the tutorial class. Additionally, they are also encouraged to attempt more practice questions in the textbook by themselves to gain more proficiency.

3.4.3. Consultation with Staff

Students are encouraged to ask questions related to this course during tutorials. Those requiring extra assistance may take advantage of the times especially reserved by teaching staff for consultation. A list of these consultation times will be posted on the course website once teaching commitments are finalised. During these consultation times, students can discuss with staff any academic problems or difficulties they may be experiencing with different parts of the course. They should do this on a regular basis, either on a weekly or fortnightly basis. They should not wait for last minute help for their class tests or final exams as consultation bottlenecks do occur for all periods close to these assessments or exams, and students may then not be able to get all the required academic help.

3.4.4. Tutor Assistance (PITSTOP)

As from week 2 or 3, students in QMB and other large first year classes run by the School of Economics will be able to consult tutors on duty in room 3113, Level 3, Quadrangle Building. Tutors will be on duty there from 10am to 6pm, Monday to Thursday, until the final examinations. This means that instead of having to wait until your tutor's or lecturer's office hours, students will be able to get help as soon as they run into a problem in their study. The tutors can also be reached by phone on 9385 1346 or by email at **tutcentre@unsw.edu.au**. Tutors will help over the phone or through email when they can, but will give priority to students who attend in person. A timetable of tutors on duty will be posted on the door of room 3113, Quadrangle Building.

3.4.5. Peer Assistance Support Scheme (PASS)

This scheme usually commences in Week 3 and consists of study groups run by second and third year students. QMB students are able to join a group of their choice on a voluntary basis. Many students have found PASS helpful as it provides both extra problems for practice and advice from experienced students. It also provides an informal atmosphere with the opportunity to ask any questions that students may be hesitant to ask staff. More information, including the times of PASS groups, will be distributed as soon as possible after the start of lectures. A list of times will also appear on the course website.

To obtain more information about the PITSTOP and PASS support schemes, go to the School of Economics web page at www.economics.unsw.edu.au . Click on *Current Students* and then under *Learning Support* click on the link to the *PITSTOP* and similarly to *PASS*.

3.4.6. Learning Strategy

While each student may have his or her own preferred individual learning strategies, it is important to note that most learning will be achieved outside of class time. Lectures can only provide a structure to assist your study, and tutorial time is limited.

An "ideal" strategy (on which the provision of the course materials is based) might include reading of the relevant sections and chapter(s) of the textbook, other references and accessed lecture notes from the subject website **before the lecture.** This will give you a general idea of the topic area covered in the lecture.

Attempting all the tutorial exercises before the tutorial class is most important as it will identify the things students need to do and know to demonstrate their understanding of the topics, guide their re-reading of specific topics, provide a self-test of their understanding, and identify those topics with which they have problems and take the necessary action to overcome them. All this should be done before the lecture and the tutorial.

If there are any remaining problems after the tutorial class, students can consult with the staff members teaching QMB during their consultation times.

To summarise, therefore in approaching this subject, students should

- **concentrate on developing understanding rather than memorising formulae**

- **attempt a variety of problems from the text, reference books and other resources in addition to those set for tutorials, in order to develop a full understanding**

- **use classes as an opportunity to learn actively, by participating in discussion and sharing ideas**

- **be responsible for your own learning, especially by doing adequate preparation and keeping up-to-date**

The above strategy aims at developing what is usually known as "High Quality Learning" or HQL. P.NIGHTINGALE & M.O'NEILL in their 1994 book entitled "Achieving quality learning in higher education" emphasise the characteristics of and the conditions for high quality learning as summarized below and it is highly advisable for students to bear them in mind in their studies during their whole university career.

The characteristics of high quality learning as detailed by the above authors are found below.

THE CHARACTERISTICS OF HIGH QUALITY LEARNING(HQL)

HQL is characterized by

1. being able to discover knowledge for oneself.

2. long term retention of the knowledge.

3. being able to perceive relations between old knowledge and new.

4. being able to create new knowledge.

5. being able to apply one's knowledge to solving problems.

6. being able to communicate one's knowledge to others.

7. one's wanting to know more.

THE CONDITIONS NECESSARY FOR HIGH QUALITY LEARNING(HQL)

HQL occurs when

1. the learner is ready – cognitively, emotionally – to meet the demands of the learning task.

2. the learner has a reason for learning. The better the reason, the better the learning.

3. the learner explicitly relates previous knowledge to the new.

4. the learner is active during the learning.

5. the environment offers adequate support for the learner.

SOURCE : NIGHTINGALE, P.. & O'NEIL, M. (1994) :
Achieving Quality Learning in Higher Education, Kogan Page, London

4. CONTINUAL COURSE EVALUATION AND 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) is one of the ways in which student evaluative feedback is gathered.

At the end of the semester, students will be asked to evaluate the course. They are most encouraged to participate as their feedback is very important and will be used to bring about further improvement and refinement of the course.

5. LEARNING ASSESSMENT

5.1. Formal Requirements

In order to pass the course, students must obtain a total mark of at least 50 out of a maximum of 100. The total mark is the sum of all coursework and final exam marks. Coursework consists of four class tests held in the tutorial class during the semester.

A student is eligible for a Pass Conceded (PC) if a mark of between 46 and 49 inclusive is obtained. If the mark is 46 or 47, then the student must also score a term Weighted Average Mark (WAM) of at least 55. If the mark is 48 or 49, then the student must also score a term Weighted Average Mark (WAM) of at least 53. For more details, see Assessment Policy PAGE 13 on UNSW WEBSITE.

5.2. Assessment Details

	Percentage of total mark
Class Tests	30 %
Final Examination at the end of session:	70 %
Total	100 %

5.2.1. Class Tests

Four 15-minute class tests will be conducted during tutorials. Each test will consist of one or two questions similar to exercises assigned in previous weeks. The first test will examine lecture topics covered in weeks 1 to 2 and will be held during week 4. The second test will examine lecture topics covered in week 3 and will be held during week 5. The third test will examine lecture topics covered in weeks 4 to 5 and will be held during week 7. The fourth test will examine lecture topics covered in weeks 6 to 7 and will be held during week 9.The first two tests will each be worth 5% of the total marks for the subject, but the last two tests will each be worth 10% of total marks. Thus, all 4 class tests together will account for 30% of the total marks.

CLASS TEST	EXAMINABLE LECTURE MATERIAL	TIMING OF CLASS TEST	ASSESSMENT VALUE
1	Weeks 1 and 2	Week 4	5%
2	Week 3	Week 5	5%
3	Weeks 4 and 5	Week 7	10%
4	Weeks 6 and 7	Week 9	10%

Students must attend their usual tutorial for the class tests. Changes will only be permitted in case of severe illness or other exceptional circumstances. In these circumstances, contact the lecturer-in-charge, Louis Yeung (room 3122, QUADRANGLE BUILDING, Tel. 9385 3286). Also, if a student has not sat for any class test assessment, he/she must provide an explanation in writing and the reason(s) for missing the test to the lecturer-in-charge, Louis Yeung. **OTHERWISE, A ZERO MARK WILL BE AWARDED FOR NOT TAKING THE TEST.**

There is no supplementary or replacement exam for the class tests. If students miss these assessments for a good and valid reason, they must provide the documentary evidence to the lecturer-in-charge. Adjustments will then be made to the final exam mark on a pro-rata basis.

5.2.2. Final Examination

The Final Exam will be held during the university's examination period in October/November 2008.
It will last for 3 hours and will consist of five compulsory problems on topics from the
whole course. It is worth 70 % of total marks.

The purpose of the final exam is to assess the knowledge of the statistical concepts, theories and techniques covered in the course and the statistical ability and skills of the students in drawing appropriate inferences based on sample data and in making decisions that can be justified on statistical grounds.

5.3. Special Consideration and Supplementary Examination

5.3.1. UNSW Policy and Process for Special Consideration.

Most of what follows can be found on the following website, which students are strongly advised to consult.

https://www.my.unsw.edu.au/student/atoz/SpecialConsideration.html.

5.3.1.1. Special Consideration

If students believe that their performance in an assessment, either during session or in an examination, has been adversely affected by sickness, misadventure or other adverse circumstances, they can formally apply for special consideration.

Merely applying for special consideration does not automatically mean that students will be granted additional assessment or that they will be awarded an amended result.

If students are making an application for special consideration through UNSW Student Central, they should notify their Lecturer-in-Charge.

5.3.1.2. Applications For Special Consideration

Applications for special consideration must be made as soon as practicable after the problem occurs and within three working days of the assessment to which it refers. Applications made more than three working days after the assessment component will only be considered in exceptional circumstances.

Special consideration request forms are available from UNSW Student Central, program and course offices and from the website www.my.unsw.edu.au/student/atoz/SpecialConsideration.html.
The completed application form must be submitted to UNSW Student Central.

Applications are accepted only in the following circumstances:

Where academic work has been hampered to a substantial degree by illness or other cause. Except

in unusual circumstances a problem involving only three consecutive days or a total of five days within the teaching period of a semester is not considered sufficient grounds for an application.

The circumstances have to be unexpected and beyond your control. Students are expected to give priority to their University study commitments and any absence must clearly be for circumstances beyond your control. **Work commitments are not normally considered a justification.**

An absence from an examination must be supported by a medical certificate or other document which clearly indicates you were unable to be present.

A student absent from an examination or who attends an examination and wants to request special consideration is normally required to provide a medical certificate dated the same day as the examination.

An application for Special Consideration must be provided within three working days of the assessment to which it refers. In exceptional circumstances an application may be accepted outside the three-day limit.

To give the University sufficient and appropriate information on which to base its decision about your request, you must support your application with certified official documentation that normally contains at least the following key information:

1. the assessment task/s for which you are seeking consideration;

2. the dates/deadlines associated with these tasks;

3. the basis of your request ie. the nature of your misadventure, illness, etc;

4. the date/s on which you were seen by the professional/authority providing your official documentation;

5. the date of the illness or misadventure or the dates of the period of time of the illness or misadventure;

6. the professional's/authority's assessment of the severity of your illness or misadventure and opinion of the likely effect on your capacity to undertake the assessment task/s concerned.

Please note that a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

For more details on this matter of **SPECIAL CONSIDERATION**, see

https://www.my.unsw.edu.au/student/atoz/SpecialConsideration.html.

5.3.1.3. Supplementary Final Examination

Students should be aware that lodgement of a request for special consideration does not guarantee the granting of a supplementary final exam. Supplementary final examinations will only be

recommended by the School of Economics for students whose final examination performance has been affected by serious illness or other extraordinary circumstances which can be documented AND if there is evidence on the basis of performance during the session that the student has made satisfactory progress.

STUDENTS EXPECTED TO BE GRANTED, OR GRANTED, A SUPPLEMENTARY EXAM MUST BE AVAILABLE ON THE SCHEDULED DAY OF THE EXAMINATION. FAILURE TO TAKE THE SUPPLEMENTARY EXAM WILL NORMALLY RESULT IN A FAILING (FL) GRADE. NO OTHER OPPORTUNITY TO SIT THE SUPPLEMENTARY FINAL EXAM WILL BE PROVIDED EXCEPT IN VERY SPECIAL CIRCUMSTANCES.

5.3.2. Australian School of Business (ASB) Policy and Process for Special Consideration and Supplementary Exams in Undergraduate Courses

In the ASB, requests for special consideration are determined by a Faculty wide panel which will advise the Lecturer in Charge of appropriate action. Any student applying for special consideration will be given a **WD** (mark withheld pending consideration).

If the Faculty panel (see above) grants a special consideration request, this may entitle the student to sit a supplementary examination. In such cases the following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. Actual date will be advised by mid-semester.

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student's original exam (if completed) will not be marked and only the mark achieved in the supplementary examination will count towards the final grade.

Further information concerning supplementary examinations is available on the following ASB website: http://wwwdocs.fce.unsw.edu.au/fce/Staff/StaffSuppExamProcedure.pdf

6. ACADEMIC HONESTY AND PLAGIARISM

6.1. Student Misconduct From UNSW website

The University Council has defined student misconduct as follows (29 August 1994): "Student misconduct includes student academic misconduct and also encompasses conduct which impairs the reasonable freedom of other persons to pursue their studies or research or to participate in the life of the University."

6.1.1 What is academic misconduct?
The University Council has defined academic misconduct as follows (29 August 1994):
(a) breach of such rules or guidelines relating to student academic conduct as may be prescribed by Faculties, Boards, Schools or the Vice-Chancellor;
(b)misconduct relating to assessment or examinations; and
(c)any other conduct (the general nature of which has been made known to students) regarded as student academic misconduct according to current academic usage.

6.1.2 Types of academic misconduct
(a) Misconduct concerning examinations
(b) Misconduct concerning academic works
(c) Misconduct through misrepresentation

The following are some examples of student academic misconduct :
1. Taking unauthorised materials into an examination.
2. Impersonation in examinations
3. Improperly obtaining prior knowledge of an examination paper and using that knowledge in the examination.
4. Submitting work for assessment knowing it to be the work of another person.
5. Submitting a falsified medical certificate.

6.1.3 Penalties

Students found guilty of academic misconduct may be excluded from the University for up to two years depending on the individual circumstances. In serious cases, penalties may include permanent exclusion from the University.

6.2 What is student misconduct?

Student misconduct of a kind that impairs the reasonable freedom of other persons to pursue their studies or research or to participate in the life of the University. Some examples are:
(a) Conduct which unduly disrupts or interferes with a class, a meeting or any other official activity within the University;
(b) Using University computing or communications facilities in a manner which is illegal or which will be detrimental to the rights and properties of others;

For more details on this matter of **ACADEMIC MISCONDUCT AND STUDENT MISCONDUCT**,see
https://www.my.unsw.edu.au/student/academiclife/assessment/AcademicMisconductStudentMisconduct.html

6.2. 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:
https://www.lc.my.unsw.edu.au/plagiarism/index.html

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:
- 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;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- 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,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

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

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 RESPONSIBILITIES AND CONDUCT

7.1. Key Dates [Courtesy of Geoff DICK, Australian School of Business]

Semester 2 2008 Key Dates. Students, take note!!

IT IS YOUR RESPONSIBILITY TO ENSURE THAT:

1. You are recorded by the University as being correctly enrolled in all your courses.

2. You have successfully completed all prerequisite courses. Any work done in courses for which prerequisites have not been fulfilled will be disregarded (unless an exemption has been granted), and no credit given or grade awarded.

3. **Week Zero commences 21 July (**although note some variation to this may occur due to the Papal visit**). Monday 28 July** is the first day of Semester 2 classes. **Sunday 3 August** is the last day you can enrol in Semester 2 courses.

    Sunday 31 August is the last day for students to discontinue without financial penalty (and the last date to finalise arrangements for HECS-HELP and FEE_HELP).

    Sunday 7 September is the last day to discontinue without academic penalty**.**
    The **mid-semester break** runs from **27 September to 6 October (inclusive)**

4. You organise your affairs to take account of examination and other assessment dates where these are known. Be aware that your final examination may fall at any time during the semester's examination period. The scheduling of examinations is controlled by the University administration. No early examinations are possible. The examination period for Semester 2, 2008, falls between **29 October and 14 November**.

5. When the provisional examination timetable is released, ensure that you have no clashes or unreasonable difficulty in attending the scheduled examinations. The final examination timetable for Semester 2 is released sometime in October.

6. Students in ASB classes can expect to sit any **supplementary exams** granted, on a common date. That date will be advised during the semester but will normally be about 2 weeks after the end of the exam period (around the end of November). It is your responsibility to check the ASB website and ensure that you are available to take the exam on the scheduled date.

A full list of UNSW Key Dates is located at:
https://my.unsw.edu.au/student/resources/KeyDates.html

7.2. Workload

At the university, students have to be responsible for their own learning and acquisition of knowledge. They cannot blame others for their failure. The lectures, tutorials, textbook and all other resources are meant to assist and guide them in this quest for knowledge. However, it is entirely up to them as to how much work they do for this course. It is also their responsibility to choose the learning approach best suited to their learning style and their objectives for the course.

It is expected that they will spend at least **ten hours** per week studying this course. This time should be made up of reading the lecture notes and textbook, working on tutorial and computer exercises, and attending classes. Over-commitment has been a cause of failure for many students. They should take the required academic workload into account when planning how to balance study with employment and other activities.

7.3. Attendance

Students' regular and punctual attendance at lectures and all other classes 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.

7.4. General Conduct and Behaviour

Students attending any class are expected to be considerate and respectful of other fellow students and teaching staff. They must not disrupt the class by talking or by any other action (such as ringing or talking on mobile phones), thus affecting the participation of other students in the class. Students will be given one warning by teaching staff if they are deemed to be disruptive in class, and if such disruptive behaviour persists, they will then be asked to leave the class. More information on student conduct is available at: www.my.unsw.edu.au

7.5. Keeping Informed

Students must keep track of all announcements made in lectures, tutorials or on the course website. It will be assumed that all students are well informed about these announcements made in class or posted on the course website. 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.

8. STUDENT RESOURCES

8.1. Course Website

A wide range of teaching materials and information about the course will be available at the website address **http://www.vista.elearning.unsw.edu.au/**. To log in, students will need to click on the
UNSW Online Courses link**,** click **"Log in"** and then enter their student number prefixed with a lower case z and their unipass password. Then click on **"<u>ECON1203ECON2292 – 2008S2 ECON1203ECON2292</u>"**.

Students should consult this website at least once a day as it contains important information about the course. It will be assumed that all students have seen any notice posted on the course website.

8.2. Textbook

The required textbook for this subject is:

Gerald Keller : Statistics for Management and Economics, 8th Edition, SOUTH-WESTERN, CENGAGE Learning. (In the tutorial exercises K is used to denote this textbook).

Students must note that the textbook is bundled with a CENGAGE NOW software program to which they will have access on the internet. This program can be used to test how they are coping with the course and consists of several stages. In the first stage, they have a pre-test session and view their results. In the light of these results, they can have a personalised study plan, after which they can have a post-test session and again view their results. They can then have a revised study plan if they wish. Obviously, it is up to students to take advantage of this facility if they want.

Several copies of the textbook and Student Solutions Manual for Keller, 8th Edition, will be placed in Open Reserve. The Student Solutions Manual contains worked solutions to even numbered exercises from the textbook.

The publishers provide a range of support material for the textbook, including a CD-ROM containing a study guide and a website. Information on accessing this support material is provided in the preface to the text.

While the support material may provide useful additional assistance to your study of the subject matter, the support material is not required reading. Students must make their own judgement as to whether accessing and using the support material is worthwhile. The examinable content of the textbook is defined by the readings from the textbook in the lecture schedule given below.

The following books, available in the Open Reserve Section of the library, are also useful references for certain parts of the course.

Kenkel, J.L. (1996), Introductory Statistics for Management and Economics, 4th Edition Duxbury Press.

Levine, D.M. Berenson, M.L. and D. Stephan (1997), Statistics for Managers Using Microsoft Excel, Prentice Hall.

8.3 Other Resources, Support and Information

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

Learning and Study Support:

- **ASB Education Development Unit**

The Education Development Unit (EDU) provides learning support and assistance to all students in the ASB, to enable them to enhance the quality of their learning. The EDU services are free, and tailored to meet the academic needs of students in the Australian School of Business.

The role of the EDU is to provide
- A range of support initiatives for students from the Australian School of Business in relation to their transition to university;
- Learning skills development, resources and activities for Business students
- Academic writing and skills workshops throughout the session;
- Printed and online study skills resources, such as referencing guides, report writing and exam preparation;
- A drop-in EDU Office containing books and resources that can be borrowed;
- A limited consultation service for students with individual or small group learning needs.

The EDU website www.business.unsw.edu.au/edu contains information, online resources and useful links as well as providing information and dates for workshops. More information about the EDU services including resources, workshop details and registration, and consultation request forms are available from the EDU Office.

EDU Contact Details
Location   Room GO7Ground Floor,
                West Wing, Australian School of Business Building
Telephone: 02 9385 5584
Email: Edu@unsw.edu.au
Website   www.business.unsw.edu.au/edu

UNSW Learning Centre (http://www.lc.unsw.edu.au)

In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for all UNSW students. The Learning Centre is located on Level 2 of the Library and can be contacted by phone: 9385 3890 or through their website.

Technical support:

For any technical support issues (difficulty logging in to websites, problems downloading documents, etc) you can contact the UNSW IT Service Desk at:
(02) 9385 1333 ; Email: servicedesk@unsw.edu.au

Counselling support - http://www.counselling.unsw.edu.au

Students experiencing problems of a personal or academic nature are encouraged to contact the Counselling Service at UNSW. This consultation service is free and confidential and run by

professional counsellors. The Counselling Service also conducts workshops on topics such as 'Coping With Stress' and 'Procrastination'. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contacted on 9385 5418.

Library training and support services - http://info.library.unsw.edu.au

Disability Support Services – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (http://www.studentequity.unsw.edu.au/disabil.html). Early notification is essential to enable any necessary adjustments to be made.

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

- **Examination procedures** and advice concerning illness or misadventure https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html

- **Occupational Health and Safety** policies and student responsibilities; **https://my.unsw.edu.au/student/atoz/OccupationalHealth.html**

EQUAL OPPORTUNITY IN EDUCATION IS UNIVERSITY POLICY.

ACKNOWLEDGEMENT

This course outline owes much to the ECON1101 course outline by Trevor Stegman and to ECON1203 course outlines by Denzil Fiebig and Iqbal Syed. To all these three good colleagues of mine, I wish to offer my grateful thanks.

Louis YEUNG,
Lecturer-in-Charge,
ROOM 3122, QUADRANGLE BUILDING
Phone : 9385 3286
Email : L.Yeung@unsw.edu.au

9. LECTURE SCHEDULE

Week	Topics	Keller Text unless otherwise indicated
1 **July 28 – Aug 1**	Administrative matters. An overall view of the course. Introduction to statistics. Frequency distributions and histograms. Measures of central tendency.	 1.1 to 1.4 2.1 to 2.3 4.1
2 **Aug 4 - 8**	Percentiles, Quartiles and Deciles. Measures of dispersion. Empirical Rule. Chebyshev's Theorem. Random variables. Discrete probability distributions. Mathematical expectation.	4.3 4.2 7.1
3 **Aug 11 - 15**	Binomial and Poisson distributions. Continuous probability distributions. Uniform Distribution. Normal distribution. Calculating areas under the normal curve. Normal approximation to the binomial.	7.4, 7.5 8.1,8.2 p.309-314
4 **Aug 18 - 22**	Sampling distribution of the sample mean. Central Limit Theorem. Concepts of estimation. Properties of estimators.	9.1 10.1
5 **Aug 25 - 29**	Interval estimation of the population mean when the population variance is known. Selecting the sample size. Concepts of hypothesis testing.	10.2 10.3 11.1

Week	Topics	Keller Text unless otherwise indicated
6 **Sept 1 - 5**	Hypothesis tests about the mean when the population variance is known. Probability values, p-value method. Calculating the probability of a type II error; the power of a test.	11.2 11.3
7 **Sept 8 - 12**	Student's t distribution. Inference about the population mean when the population variance is unknown. Sampling distribution of the sample proportion. Inference about a population proportion.	p.281-5 12.1 9.2 12.3
8 **Sept 15 - 19**	Chi-squared distribution. Inference about a population variance. Chi-squared test of goodness of fit. Chi-squared test of a contingency table.	p.285-9 12.2 15.1 2.5, 15.2
9 **Sept 22 - 26**	Correlation Analysis. Introduction to regression analysis. The method of least squares.	2.6; p.124-8; p.132-4; Kenkel 15.9 16.1; 16.2 p.129-132
Sept 26–Oct 6	**SESSION BREAK**	

Week	Topics	Keller Text unless otherwise indicated
10 **Oct 6 - 10**	**N.B. No lecture on Oct 6 & 7 since Oct 6 is a public holiday** Basic assumptions of the simple linear regression model. Assessing the simple linear regression model.	 16.3 16.4
11 **Oct 13 - 17**	Prediction in the simple linear regression model. Dummy variable regression The F-distribution Multiple regression model: interpretation and inference in multiple regression.	16.5 18.2; Kenkel 17.2. p.289-292 17.1-17.2;
12 **Oct 20 - 24**	Complete unfinished topics. Revision.	