

Teaching Effectiveness

Jun He

Dept. Economics

Southern Utah University

Junhe.econ@gmail.com

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I. Teaching Experience

Currently, I am Assistant Professor at the Dept. Economics of Dixie Business School of Southern Utah University. I am teaching Managerial Economics and Quantitative Methods for Business and Economics. I started working for this institution since August 2022.

In the academic year of 2021-2022, I serve as a Visiting Assistant Professor for Wesleyan University and Trinity College concurrently. Besides serving the obligations on these two campuses as a faculty member, I taught Law and Economics and Introductory Statistics for Economists at Trinity College for 2021 Fall. For 2022 Spring, my teaching load at Trinity is Mathematical Economics combined with the two courses mentioned above. At Wesleyan University, I taught Economic Analysis of Law and Economic Topics in Sports for 2021 Fall. Specifically, Economic Topics in Sports was a new course that is designed and developed by me. In 2022 Spring, I teach Economic Topics in Sports and Environmental and Resource Economics for Wesleyan. In short, I teach 9 classes with 5 preparations for the 21-22 academic year. Specifically, for 21 Spring semester, I teach 5 different courses at the 2 top liberal arts institutions. I had outstanding evaluations overall for the 21-22 academic year.

The academic year of 2020-2021 was the last year of my Ph.D. journey. While completing my dissertation, I worked for Wesleyan University as a Visiting Instructor. I taught Law and Economics (advanced elective) and Econometrics for the 2020 Fall semester and Economic Analysis of Law (entry elective) and Econometrics for the 2021 Spring semester. In both semesters, I gave synchronous lectures remotely through zoom. I had outstanding evaluations since the 2020 Fall semester. But I kept refining my course based a better understanding of the needs of Wesleyan students. My evaluation kept improving over the 2 years at Wesleyan.

At the University of Connecticut (UConn) between Fall 2018 and Fall 2019, I was an Instructor of Record (senior graduate students who independently teach some courses in the same way as faculty members). I taught Principles of Macroeconomics at two different campuses (Storrs campus and Avery Point Campus) for Spring 2019. In Fall 2019, I taught the same course at Waterbury Campus. In Fall 2018, I taught Mathematical Economics. My engaging teaching was appreciated by students from different campuses, which is reflected by the constantly excellent evaluations. For each of the three semesters, I received the letter from the university provost that recognized the excellence in my teaching. I was also nominated for the 2020 University of Connecticut Outstanding Graduate Teaching Award.

Before Fall 2018, I worked as a senior-level teaching assistant at UConn for 3 years, 3 semesters for Principles of Macroeconomics, and 3 semesters for Principles of Microeconomics. I taught three repeated sessions each week. In each session there were 35 students. I started to demonstrate my talent in teaching and received 2 recognition letters from the university provost for my outstanding service (in Spring 2017 and Spring 2018).

II. Teaching Capacity

The first part of this section summarizes the course that I have taught. The second part of this section demonstrates the course that I am qualified and interested in teaching.

1. Courses Taught

Law and Economics (entry- and advanced-levels); Economic Topics in Sports; Econometrics; Mathematical Economics; Introductory Statistics to Economists; Environmental and Resource Economics; Principles of Macroeconomics; Principles of Microeconomics; Managerial Economics; Quantitative Methods

2. Courses Interested to Teach

Game Theory; Industrial Organization; Causal Inference; Panel Data Econometrics; Microeconomics and Macroeconomics (any College level and beyond); Public Policy; New Institutional Economics; International Economics

III. Evaluations

1. Experience at Wesleyan

The table below illustrates my performance as a visiting instructor for the 20-21 academic year and as a visiting assistant professor for the 21-22 academic year at Wesleyan University (currently, only the evaluation of 21 Fall semester is available).¹ The rating at Wesleyan on teaching scales from 1-9 where 9 stands for exceptional, 7 for outstanding. This table reports the median value of grades.

Course and Semester Attributes	Law and Econ			Econometrics		Sports
	20 F	21 S	21F	20 F	21 S	21F
The overall quality of the course	7.00	7.00	7.00	7.00	8.00	7.00
The overall quality of the teaching	7.00	7.00	8.00	7.00	8.00	7.50
I knew what was expected of me in this course	9.00	7.00	8.00	9.00	9.00	7.00
The assignments were a useful part	9.00	8.50	8.00	8.50	8.50	7.00
Clear Instruction-assessment connection	9.00	8.50	8.00	9.00	8.00	9.00
The instructor conveyed enthusiasm for the subject	9.00	9.00	9.00	9.00	9.00	9.00
Instructor communicated knowledge effectively	8.00	8.00	8.00	8.50	8.50	8.00
Instructor treated every student with respect	9.00	9.00	8.00	9.00	9.00	9.00
The instructor was accessible outside of class	9.00	9.00	9.00	9.00	9.00	8.50
My understanding/skills grew due to this course	9.00	9.00	8.00	8.50	9.00	9.00

¹ Note that the Econometrics course over the two semesters are unchanged. This is a 300-level course demanding a final paper. The Law and Economics class in the 2020 Fall semester was a 300-level course, demanding a final paper as well. However, the Economic Analysis of Law in the 2021 Spring semester was a 200-level course, which focuses more on delivery the knowledge and explaining the relevant law cases and economic intuition. Sports in the table stands for “Economic Topics in Sports.”

The following table lists questions chosen by instructors (and the median value of students' answers), which were also rated by students in their evaluations. Please note that I have changed the questions over semesters.

Attributes	Course and Semester		Econometrics	
	20 F	21 S	20 F	21 S
The instructor encouraged creativity or independent thought	9.00		8.00	9.00
The instructor could relate the material to their lives	8.58		8.17	
The instructor could meet students at their level	8.58		8.17	
Methods of evaluating students were based on course objectives	9.00		9.00	
The instructor was ready to answer questions outside of class	9.00		9.00	
The instructor helped students feel free to take risks	9.00		9.00	
This course changed the way that I think about the world		7.00		
The instructor motivated me to work hard in this course		7.00		
The assignments reinforced my understanding of the course		8.00		8.00
The instructor was successful at facilitating interaction in class	8.50	7.00	9.00	
The instructor appears engaged with the material	9.00	9.00	9.00	9.00
The content discussed was contemporary	9.00	9.00	9.00	8.50
The course ignited my passion for this material	8.00	7.00	8.00	8.80
The instructor challenged me to think critically				8.50

2. Experience at UConn

The table below summarizes students' evaluations on my course design when I was an instructor of record between Fall 2018 and Fall 2019 at the University of Connecticut.² Students rate the instructor and the course on a 5-point scale (5 stands for excellent and 1 for poor) and the table reports the median value of grades.

Questions	2018 F (Storrs)	2019 S (Storrs)	2019 S (AP)	2019 F (W)
The methods of evaluating learning were appropriate.	5.0	4.0	5.0	5.0
The course content was well organized.	5.0	5.0	5.0	5.0
The course objectives were clear.	5.0	5.0	5.0	5.0
The course objectives were met.	5.0	4.5	5.0	5.0
The textbook made a valuable contribution.	5.0	5.0	5.0	5.0
The other course materials made a valuable contribution.	5.0	5.0	5.0	5.0
The pace of the course seemed appropriate.	5.0	5.0	5.0	5.0

² In the subsequent table, AP stands for the Avery Point campus, W stands for the Waterbury campus, and Storrs is the main campus of UConn. Additionally, after the number indicating years, "F" stands for fall semester and "S" stands for spring semester. In 2018F semester, I taught independently Mathematical Economics. In other semesters, I taught independently Principle of Macroeconomics.

The table below demonstrates students' evaluation of my teaching.

Questions	2018 F (Storrs)	2019 S (Storrs)	2019 S (AP)	2019F (W)
The overall rating of the teaching	5.0	5.0	5.0	5.0
The overall rating of the course	5.0	4.5	5.0	5.0
Clear presentation of course material	5.0	4.0	5.0	5.0
Well-prepared instructor	5.0	5.0	5.0	5.0
Questions are adequately responded	5.0	4.0	5.0	5.0
The instructor stimulated my interest in the subject.	5.0	5.0	5.0	5.0
The instructor showed interest in helping my learning.	5.0	5.0	5.0	5.0
The instructor gave clear assignments.	5.0	5.0	5.0	5.0
The instructor was accessible to students.	5.0	5.0	5.0	5.0
The instructor gave useful feedback on performance.	5.0	5.0	5.0	5.0
The instructor returned graded work promptly.	5.0	5.0	5.0	5.0
The instructor used class time effectively.	5.0	4.5	5.0	5.0
The instructor treated all students with respect.	5.0	5.0	5.0	5.0
The instructor graded fairly.	5.0	5.0	5.0	5.0
The instructor's teaching promoted learning.	5.0	5.0	5.0	5.0

IV. Students' Comments

--Econometrics

Professor He deeply cares about his students and that they are understanding the material. It is obvious in class that this is true. He also is very passionate about the material, making the class much more engaging. He was always available when I desired to discuss my research paper or understand any of the material from the course. Lastly, Professor He wonderfully used real-world examples and examples from our research papers to explain the concepts in class that would be assessed.

Professor He did a very good job of explaining very difficult math and economic concepts. He did a great job of assisting students individually and giving personal examples while in class that made the subject easier to understand. I would gladly take another course with him again.

Professor He poured his heart and soul into teaching this course, and it showed. He was dedicated to providing any help and any resources he could for the students, and it really allowed me to learn the material properly and without stress seeing as he was available for office hours if need be. He was very friendly in office hours and class as well. I also LOVED his use of sports examples throughout the class, and it is clear that he knows what he is talking about both with the topics in econometrics and the examples he uses from law and economics and sports economics. He would be perfect for teaching a sports economics course next year.

The professor was very organized and thorough in his lectures. He did well presenting theoretical topics in a logical and concise manner that made complex topics understandable. Further, he made

effort to incorporate student interests in his teachings, especially during the latter part of the semester, when he focused on catering the subject to specific concepts that would come up in our research. I thought that was a unique method that no other professor had done throughout my time here at Wesleyan. Lastly, the professor was always quick to respond to any emails or questions and was flexible with meeting outside of office hours to accommodate my schedule.

Prof. He is one of the most caring and responsible professors at Wesleyan. He conveys the material effectively and always think about things from students' perspective. Plus, he is really humble and always wants to do better for the students, so he usually wants us to give him some comments. Accordingly, he will adjust his plan to cater to the students' needs and meet their expectations of students. Also, he is really passionate about the material, so he always brainstorms with students and develops students' critical thinking. I always feel the chemistry in the class is a great part. The discussion led by him usually facilitates students' deep thoughts and this really helps me deepen my understanding.

I believe I've grown in thinking about causality, not just correlation and association. Beyond just the methods, the ways in which a social scientist displays causality is where I grew intellectually through this course.

I grew in my understanding of the overlap between math and economics.

I think more important than the material itself is Prof. He really helps me to think critically and creatively. The material is definitely an important part; however, what benefits me more is during office hours, we brainstorm a lot. This is how he helps me come up with my topic for the research. He is so careful and patient and he has a great passion for teaching, helping students, and refining our ideas.

Although I've had many experiences with statistical courses at Wesleyan prior to this course, Econometrics allowed me to take a deep dive into different causal inference models (some of which I had no prior knowledge of). I now feel so much more like an expert in statistical methods than I did before this course, and am confident that I can interpret most statistical models easily and check the assumptions well.

This course has been incredibly interesting as it explains many of the statistical methods seen in previous classes through papers that were never explained. To now understand most of these methods to some degree makes the task of reading economics papers much less daunting.

Let Professor He teach Sports Economics! He definitely knows what he is talking about, and the class itself would be SUPER interesting and a big hit at Wesleyan. He demonstrates so much passion towards the things he teaches and dedication to helping his students learn and improve. He deserves to teach whatever classes he wants at this school for a long time.

--Sports Economics

Very well-taught course and very interesting and applicable material. The textbook is very easy to understand and applies very well to the course.

The course was different from other courses offered before and was very applicable to fields I am looking to go into for my career. It added an interesting perspective to economics that hasn't been offered in the past.

Professor He uses a lot of real-world examples to drive home economic principles in his students. Also, he makes the class interesting every session to engage his students. Finally, while the course can be math-intensive, he makes the math easy to understand for students that don't have strong math skills.

This course did a great job of communicating knowledge about the link between sports and economics effectively. It provided a clear understanding of how different economic models are applied to sports situations.

Super interesting material covered at a good pace.

Professor He is a phenomenal instructor and always has a great classroom environment. He treats everyone with the utmost respect and cares deeply for the learning of his students. This is my second class with him and I look forward to my next course with him as an instructor.

This course is my second course with Professor He, and one thing I've noticed is that he cares immensely about his students and always makes sure that everyone is following along in the coursework. He is also very available for his students and hosts office hours to address his students' needs.

Professor He expressed a lot of interest in the topic, which made it exciting to learn the material. His passion for the topic helped as he was able to explain topics in detail.

--Law and Economics

Prof. He is incredibly intelligent and masterful at conveying his understanding of the subject material to the class. I think that he did a wonderful job in promoting class engagement and in bringing his own real-world experiences into teaching the course. I enjoyed his repetition of class material and his thorough analysis of the textbook as it helped me truly learn and engage with the material.

This course (Law and Economics) was always very interesting, with material that was applicable to everyday life. I really enjoyed learning about this specific type of economics.

This course was a great link between economics and the legal field. It was really interesting to see economic models applied in a different way. The class was a refreshing change from other econ classes I've taken!

Professor He did an amazing job with both students and the material. He found ways to include interesting real-life videos about law and economics, was always available for extra help, went above and beyond the expectations in terms of preparing us for assessments and the final paper.

Professor He was super supportive and accessible. He took the time to make sure we learned the fundamentals before moving on to more complex issues. He was also extremely helpful during office hours. He could not be more accommodating and excited to see us learn and succeed.

Professor Jun He is an extremely passionate and knowledgeable teacher. He is always enthusiastic about teaching (even on zoom) and strives to make sure his students always understand the material. On top of being a great professor, he makes sure his students are always engaged and enjoying the material, which is easier said than done. I would love the opportunity to take another class with him someday. Thank you so much, professor!

Professor He did a very good job throughout the semester. He has a mastered understanding of the course material and explains things in easily understandable terms, often reiterating his points and attacking them from different angles to making them more comprehensible. In addition, he was very understanding of the difficulties students faced throughout the semester and was fair in his exams and homework. I felt this was the first math/econ class I have taken where the HW was fair in terms of the relation it had to recently learned material from class as well as applicability to upcoming exams. Overall, I was very satisfied both with Professor He's adherence to student concern and communication of course material via his teaching style.

This course is very interesting for anyone interested in the intersection between government/law and economics (saying this as a government/economics double major). I enjoyed the content and found it to be very practical knowledge for everyday life.

It was clear that Professor He has a lot of respect and care for his students. He was constantly checking in to make sure we were following what was going on and gave great explanations. Amazing teaching!

Professor He makes sure that every single person understands the content he is teaching during each lecture. He explains things slowly and methodically in a way that is very helpful and respectful for a 200 level economics class. He is also very kind and understanding of any issues or questions students may have.

--Mathematical Economics

Even though it was his first official course teaching, it seemed like he has been doing it for a while. He had a great passion for the course and did a really good job at explaining some of the harder concepts. He supplemented it with homework that focused on what the class was struggling with. He was really attentive to making sure we understood things before he moved on. Overall, a great professor that I'd recommend taking.

Problems in class were similar to exam problems. Reviewed similar problems of the same type, so the underlying method is clear.

I liked how the link between math and economics was made clear, I also think Jun drew that connection exceptionally well.

--Principles of Macroeconomics

I found the course to be my favorite part of this semester. The course material was both interesting and challenging and I wish that I had more time with Jun He not only because of his incredible teaching methods, but the chemistry he created with the class. I felt so engaged with the course I feel like I have found my academic niche and wish to pursue a background of studies focused around macroeconomics.

Every lecture was engaging and the professor did a good job in answering students' questions and was able to make the material very understandable and clear. He took time out of his day to work with students on an individual basis and used unique real-world scenarios to help teach the material which allowed us as students to stay interested.

Jun He was always early to class, writing the objectives and outline for the next class on the board. We always knew what we would be going over before class even started. Jun He posted homework and quizzes for each chapter on MyEconLab in a reasonable time and reached out to the class via several emails to update us on the information needed for us to succeed. Jun He responded to emails right away with always stayed after class for any questions we had.

Truly cared about students. did anything possible to help us students and really wanted us to enjoy our time and succeed. one of the most caring professors I have had.

Although there is a lesson plan for each week the teacher is very willing to incorporate any questions into the lecture that students may have and show their relation to the current topic, which makes students comfortable asking/ responding to questions in class.

Jun He taught in a way that stimulated interest in the subject. He tried to make the class more conversational than just lecturing. He taught everything in a very simple, easy-to-understand way.

He is a great teacher that takes into account the hardships we go through during college and is very good at making sure we understand the material before moving on to new topics.

Jun He really cares about his students and wants them to learn and understand the material. He encourages questions and always does his best to make sure students understand what is going on. He is also a great guy and makes class a comfortable place.

V. Recognition for Teaching Excellence

I received recognition for excellence in teaching for five semesters from the UConn provost, including Spring 2017, Spring 2018, Fall 2018, Spring 2019, and Fall 2019. I was also nominated for the 2020 Outstanding Graduate Teaching Award.



February 14, 2020

Jun He
Economics
Unit 1063

Dear Jun:

We write to congratulate you on your recent teaching evaluations. You are among a select group of Teaching Assistants who excel in teaching, and we are delighted to recognize your achievement. Excellence in teaching involves the successful engagement of our students by instructors who foster a spirit of inquiry and intellectual curiosity. We are very proud of our innovative teachers who achieve excellence in teaching and consistently seek new ways to instruct our students.

We commend you for your success and hope that you will continue to excel in teaching. Thank you for making such an important contribution to the teaching mission of our great university, and keep up the outstanding work.

Sincerely,

A handwritten signature in black ink that reads "John A. Elliott".

John A. Elliott
Interim Provost and Executive Vice President
for Academic Affairs
Auran J. Fox Chair in Business

A handwritten signature in black ink that reads "John C. Volin".

John C. Volin, Ph.D.
Vice Provost for Academic Affairs

c: J. Wade
C. Kao
W. Pizzuto

Office of the Provost
352 MANSFIELD ROAD, UNIT 1066
STORRS, CT 06269-1066
WWW.PROVOST.UCONN.EDU



June 28, 2019

Jun He
Economics
Unit 1063

Dear Jun:

We write to congratulate you on your recent teaching evaluations. You are among a select group of Teaching Assistants who excel in teaching, and we are delighted to recognize your achievement. Excellence in teaching involves the successful engagement of our students by instructors who foster a spirit of inquiry and intellectual curiosity. We are very proud of our innovative teachers who achieve excellence in teaching and consistently seek new ways to instruct our students.

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Sincerely,

John A. Elliott
Interim Provost and Executive Vice President
for Academic Affairs
Auran J. Fox Chair in Business

John C. Volin, Ph.D.
Vice Provost for Academic Affairs

c: D. Glasberg
C. Kao

Office of the Provost
380 SANDHILL ROAD, UNIT 1000
STORRS, CT 06269-1000
WWW.UCONN.EDU/PROVOST



Office of the Provost

February 25, 2019

Jun He
Unit 1063

Dear Jun:

We write to congratulate you on your recent teaching evaluations. You are among a select group of Teaching Assistants who excel in teaching, and we are delighted to recognize your achievement. Excellence in teaching involves the successful engagement of our students by instructors who foster a spirit of inquiry and intellectual curiosity. We are very proud of our innovative teachers who achieve excellence in teaching and consistently seek new ways to instruct our students.

We commend you for your success and hope that you will continue to excel in teaching. Thank you for making such an important contribution to the teaching mission of our great university, and keep up the outstanding work.

Sincerely,

Craig H. Kennedy, Ph.D.
Provost and Executive Vice President
for Academic Affairs

John C. Volin, Ph.D.
Vice Provost for Academic Affairs

c: D. Glasberg
C. Kao

Office of the Provost
352 MANSFIELD ROAD, UNIT 1066
STORRS, CT 06269-1066
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Office of the Provost

May 31, 2018

Jun He
Unit 1063

Dear Jun:

We write to congratulate you on your recent teaching evaluations. You are among a select group of Teaching Assistants who excel in teaching, and we are delighted to recognize your achievement. Excellence in teaching involves the successful engagement of our students by instructors who foster a spirit of inquiry and intellectual curiosity. We are very proud of our innovative teachers who achieve excellence in teaching and consistently seek new ways to instruct our students.

We commend you for your success and hope that you will continue to excel in teaching. Thank you for making such an important contribution to the teaching mission of our great university, and keep up the outstanding work.

Sincerely,

Craig H. Kennedy, Ph.D.
Provost and Executive Vice President
for Academic Affairs

John C. Volin, Ph.D.
Vice Provost for Academic Affairs

c: D. Glasberg
C. Kao

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STORRS, CT 05259-1066
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June 19, 2017

Jun He
Unit 1063

Dear Jun:

We write to congratulate you on your recent teaching evaluations. You are among a select group of Teaching Assistants who excel in teaching, and we are delighted to recognize your achievement. Excellence in teaching involves the successful engagement of our students by instructors who foster a spirit of inquiry and intellectual curiosity. We are very proud of our innovative teachers who achieve excellence in teaching and consistently seek new ways to instruct our students.

We commend you for your success and hope that you will continue to excel in teaching. Thank you for making such an important contribution to the teaching mission of our great university, and keep up the outstanding work.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeremy Teitelbaum".

Jeremy Teitelbaum
Interim Provost

A handwritten signature in black ink, appearing to read "John C. Volin".

John C. Volin
Vice Provost for Academic Affairs

c: D. Kao

Office of the Provost
352 MANSFIELD ROAD, UNIT 1086
STORRS, CT 06269-1086
PHONE 860.486.4037
FAX 860.486.6379
www.provost.uconn.edu

He, Jun

From: Valliere, Stacey <stacey.valliere@uconn.edu> on behalf of Diamond, Aynsley <aynsley.diamond@uconn.edu>
Sent: Friday, November 22, 2019 12:37 PM
Cc: Valliere, Stacey
Subject: University Teaching Award Nomination!
Attachments: OGT_Nominee Packet.docx

Congratulations!

You have been nominated for the 2020 University of Connecticut Outstanding Graduate Teaching Award. Attached to this email you will find an "Award Nominee Packet". The information you supply will be used to evaluate your candidacy in relation to other nominees and will be assessed by a committee which includes former winners of the Center for Excellence in Teaching and Learning (CETL) University Teaching Awards.

The Outstanding Graduate Teaching Awards were established in 1999 to recognize teaching assistants who demonstrate excellence in the classroom or laboratory. The nominee for this award should demonstrate exemplary instructional abilities, possess excellent interpersonal skills, and significantly contribute to the development of the instructional program and its students. Eligible nominees include all Graduate Teaching Assistants.

This year, up to two Outstanding Graduate Teaching Awards will be honored, with an award of \$2,500 each.

Please fill out the form and supplementary documentation indicated on the checklist, **convert all documents to a pdf format**, and submit them in one email to Stacey Valliere at Stacey.valliere@uconn.edu.

As a nominee, you are invited to attend the University of Connecticut Teaching Awards Reception on April 8th at the Alumni Center from 4:00 – 6:00. We encourage you to bring a guest so that we can distinguish you as a valued member of your department and recognize your commitment to teaching excellence at the University of Connecticut (a formal invitation will be sent out next semester).

You will have until **January 13th** to complete the Nominee Packet.

Timeline

Nominee Supplementary Packet Due	January 13 th
Notification of Award	March 9 th
CETL Awards Reception	April 8 th

We look forward to reviewing your credentials and good luck!

Aynsley Diamond, Ed.D.
 Director of Faculty Outreach and Engagement
 Center for Excellence in Teaching and Learning
 University of Connecticut
 Storrs, CT 06269-4001
 860-486-5938
 860-486-1771 (Fax)

VI. Sample Syllabi

Econ 221. Economic Topics in Sports Spring 2022

Hall84 (Atwater Lab)

Jun He

Student hours: T 10.30-11.30 am; F 4:30-6.00 pm

Lecture: TR 8.50-10.10 am (EST)

Email: jhe03@wesleyan.edu

Zoom (583 243 0934, no password)

This course uses economic theories to analyze various aspects of sports, including the business of sports, the organization of professional sports leagues, the design of sporting contests (i.e., on-field competition), and the determination of player salaries. Students are expected to have a background in principles of microeconomics (especially consumer theory, producer theory, and equilibrium analysis), and mastery of basic algebra and geometry. Familiarity with more advanced tools, such as game theory and optimization theory, will be helpful but is not required. (I will teach these tools as needed.) Finally, while I assume anyone taking this course has an interest in sports, I will presume no prior knowledge about any particular aspect of the sports world (though due to personal interest, sports such as basketball, F1, and table tennis will be more often mentioned in class).

Readings: The readings will be from a manuscript that I will provide on Moodle titled: *A Short Course on Sports Economics* (by Thomas Miceli). The Chapters in the outline below refer to this manuscript. There is also one article listed in the outline, which I will also provide on Moodle. The other books that students may consider acquiring (though not required) are:

Stefan Szymanski, *Playbooks and Checkbooks: An Introduction to the Economics of Modern Sports*, Princeton: Princeton University Press, 2009.¹

David Berri, *Sports Economics*, Worth Publishers, 2018.²

Grading: The course grade will be based on two in-class mid-term exams, a final exam, several assignments/problem sets, and class participation. The weights are as follows:

Mid-terms	25% each
Final exam	25%
Assignments	15%
Class participation	10%

The assignments will be given periodically (about once every other week) and will be drawn from the end-of-chapter problems in the manuscript. Students are encouraged to collaborate. However, each student must turn in their own copy (electronically to Moodle Assignment folder in a pdf format).

Learning Goal

This course is divided into 3 modules (as the outline presents below). In the first part, students are expected to understand the different profiting patterns of teams and familiarize themselves with the application of fundamental optimization theory. Students will learn economic models of how the monopolist team optimizes their profit through reducing quantity, price discrimination, and quality differentiation.

Quality differentiation is also how players establish their competency against other contestants. This bridges the exploration to the second module, athletic competitions. Specifically, the conflict model and the theory of competitive balance will be introduced to demonstrate how the quality and integrity of sports competition are determined.

¹ This is an engaging, readable, and completely non-technical introduction to sports economics (and it's fairly affordable). I highly recommend it to anyone wanting a thorough introduction to the field along with an excellent guide to the more technical literature.

² This book covers the introductory level of statistical (empirical) approaches to explore sports economics topics. Students who are interested in conducting hand-on research are encouraged to refer to this textbook as we go over the theoretical counterparts of Miceli's manuscript in class. If time permits, I will demonstrate some empirical projects that I have advised in method classes of previous semesters (like Econ 385).

In the last module, I will introduce miscellaneous topics such as Rule and Enforcement and the determination of salary. Students will learn theories including the Peltzman Effect, the Moneyball hypothesis. If time permits, I will also introduce the agent-principal problems.

The first two modules are theory-intense where frequent use of derivatives can be expected (to deepen the economics that you have learned in Econ 110). The last module will be more discussion-oriented and contain some concepts for conducting empirical research on sports. Those who find the math part challenging may benefit from visiting the TA's office hours, my student hours, and the math tutors from the [Math workshop](#).

Outline and Readings

- | | | |
|------|--|----------------------------|
| I. | Introduction to Sports Economics | Chapter 1 |
| II. | The Business of Sports | |
| | A. Teams as Firms | Chapter 2 |
| | B. Pricing of Sporting Events | Chapter 3 |
| | C. Leagues as Economic Organizations | Chapter 4 |
| III. | Athletic Competition | |
| | A. The Structure of Play | Chapter 5 |
| | B. Competitive Balance | Chapter 6 |
| | Simon Rottenberg, "The Baseball Players' Labor Market," <i>Journal of Political Economy</i> , Vol. 64 (1956): 242-258. | |
| IV. | Miscellaneous Topics | |
| | A. Rules and Enforcement | Chapter 7 |
| | B. Salary Determination | Chapter 8 |
| | C. Player Contracts: Risk-Sharing and Incentives | Chapter 9 (if time allows) |

Important dates

1/27: class begin in the online format

2/9: Last day to drop the class

4/27: Last day to withdraw

2/1: in-person class begins

3/12-20: spring break

5/4: class ends

5/13: Final Exam 2-5 pm EST

Online class: The online class will be on [Zoom](#) (room number: 994 7940 7747, password: 000000).

Student hour: I will be standing by on [Zoom](#) during the time of office hours. If that time does not work for you, you can email me to request individual online meetings (but please understand that I may not be available for your requested time) or email directly with your questions. Please notify me of your intention to attend the office hours using [Calendly](#).

Course Assistant: Andrew Kushnir will be the course assistant for this class. He can be reached at dkushnir@wesleyan.edu. His office hour will be **Friday 2-3 pm** on [Zoom](#).

Late submissions of assignments will receive a penalty of 15 points per day unless explained by a legitimate excuse notified on or prior to *the submission day*. Excuse later than the due day will not be accepted. As an extra incentive, one question on each exam will be similar to the homework problems. Class participation consists of regular attendance at lectures and active participation in discussions during the classes or office hours.

Requests and Disputes: Students, if having any accommodation needs, should notify the instructor as they confirm enrollment in this class. Any needs to accommodate the exam should be requested at least a week prior to the exam via email. Students in need are expected to communicate with the instructor to work out the solutions for accommodations. Any disputes of grades, submitted beyond a week after the date when the grade is posted, will not be considered. Ex-post excuses after missing an exam will not be accepted.

Covid-19 Code of Conduct

To protect your health and safety, the health and safety of instructors and staff, and the health and safety of your peers, all students must understand and adhere to the Covid-19 Code of Conduct. Students are encouraged to review the code of conduct regularly to stay up to date on the current code. Please be advised that the use of beverages and food is not permitted inside the classroom. And students are required to always have masks on (both mouth and nose covered) during the full session of each class.

Grades: The final letter grades will be dependent on the weighted sum of all your performances, including midterm, HM assignments, final exam grades. The conversion of grades will be given based on https://www.wesleyan.edu/registrar/general_information/GPA_calculation.html. Student option for grading is not available for this class. Since classes are taught in person, all courses intended to be counted towards completion of the Economics major have to be letter-graded. Disputes with grades beyond a week after the post date will be rejected. No extra-credit paper is available for this class but I will leave chances for extra credits in exams.

Time Commitment

While the exact time commitment for the class will vary individually and over the semester, I recommend that you budget approximately three out-of-class hours for every class hour to complete the reading, assignments, homework, and project. I have designed the class so that it should be feasible to satisfactorily complete the requirements with approximately nine to twelve hours per week of time commitment. If you are spending more time than this on a regular basis, I encourage you to check in with me.

Accommodation Statement

Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in, and benefit from, its programs and services. To receive accommodations, a student must have a disability as defined by the ADA. Since accommodations may require early planning and generally are not provided retroactively, please contact [Accessibility Services](#) as soon as possible.

If you have a disability or think that you might have a disability, please contact Accessibility Services to arrange an appointment to discuss your needs and the process for requesting accommodations. Accessibility Services is located in North College, rooms 021/218, or can be reached by email (accessibility@wesleyan.edu) or phone (860-685-2332). You should also notify the instructor (me) of the need for accommodation at the beginning of the semester and confirm that you will need accommodation at least a week ahead of the exam day, together with your availability near the exam date. Late requests are subject to the possibility of rejection.

Religious Observances

Faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required assignments/attendance. If this applies to you, please speak with me directly as soon as possible at the beginning of the term.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important concerning individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, ability, and nationality. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [the student code](#).

Discrimination and Harassment

Wesleyan University is committed to maintaining a positive learning, working, and living environment. Wesleyan will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this Wesleyan policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy. Individuals who believe they have been discriminated against should contact [the Office for Equity and Inclusion](#) at 860-685-4771. The [responsibility of the University Members](#) has more information.

Honor Code

All students of Wesleyan University are responsible for knowing and adhering to [the Honor Code](#) of this institution. Violations of this policy may include cheating, plagiarism, the aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council – Office of Student Affairs. Students who are found to violate the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). The [Office of Student Affairs](#) has more information.

Econ 225 Law and Economics³ Spring 2021

MC 311
Jun He
Office hours: M 1.30-2.30 pm; F 1.30-3 pm

Lecture: MW 6.30-7.45 am (EST)
Email: jun.he@trincoll.edu
Zoom: [4325198931](https://trincoll.zoom.us/j/92986369093)

Course Description

This course teaches how to understand the structure and evolution of the legal system from an economic perspective. Selected rules and institutional forms that are drawn from the common law of tort, contract, property, and crimes are studied. Students are expected to develop economic intuition and master the application of microeconomic theories to analyzing how laws handle disputes that mostly arise from imperfect information, externalities, and moral hazard.⁴

Course Requirement

No prior knowledge of the law is required, but students are presumed to have training in fundamental microeconomics. Mastery of calculus (derivative and optimization theory specifically), game theory, and industrial organization is preferred. The course will emphasize both content and methodology. Readings for the course are mainly from the textbook:

Thomas J. Miceli, *The Economic Approach to Law*, Stanford Univ. Press, 3rd Edition, 2017, ISBN-13: 978-1503600065

This is an undergraduate-level text aimed at economics majors with a solid background in intermediate microeconomics. For students who have an interest in exploring this subject further, supplemental author notes are available at <http://sup.org/economiclaw/>.

Grades

The break-down of course grade is as follows:

Class Attendance/Engagement: 10%+5%
Homework problems: 20%
Presentation: 15%
Midterm exam*2: 15%
Final exam: 20%

Class Participation

Any student who attends class infrequently may be assessed a grade penalty for poor class participation. I also consider pertinent questions posed during the student hours or via emails as engagement. Students are encouraged to preview pertinent readings posted regularly during weekends on Moodle. The engagement is evaluated by short quizzes posted approximately once per week on Moodle together with students' in-class performance.

First Week

According to the college policy, the first week will be on zoom.

The Zoom link is:

<https://trincoll.zoom.us/j/92986369093?pwd=UXlmSHZXRDFRUmVneS8vOUxiNVhBUT09>.

Zoom ID: 929 8636 9093, password: 000000. (Note that this differs from the office hours zoom.)

Whether the teaching resumes in person is pending the decision of the college.

Assigned readings

It is your responsibility to read in time to familiarize yourself with the background and setup of models. Reading, though not graded, is essential to ensure a good performance in the class, which is strongly related to the textbook. My class will strictly follow the outlined plan below.

Homework Assignments

Periodic homework problems will be assigned. I will post the assignments and announcements on Moodle. Collaboration on HW is encouraged, but students must submit their own copies of homework. *Late submissions of assignments* will receive a 15 points penalty per day unless explained by a

³ This is a tentative syllabus thus is potentially subject to changes and revisions. I sincerely welcome questions, thoughts, and suggestions regarding this course.

⁴ Please note that this is not a law course and is not aimed to function in lieu of legal trainings.

legitimate excuse notified on or prior to *the submission day*. Excuse later than the due day will not be accepted.

Supplemental Resources

Supplemental materials (lecture outlines, answer keys to assignments, supplemental reading materials) will be posted on Moodle. Please check Moodle at least once per week for updates. You may find useful resources from <http://sup.org/economiclaw/>.

Office hours: I will be standing by on [Zoom](#) during the time of office hours. Students have to book an opening with Calendly: https://calendly.com/junhe_trin/office-hours.

Teaching Assistant: Henry Barbour is the TA for this class. He can be reached at henry.barbour@trincoll.edu. His office hour is 4-5 pm Wed at [Zoom](#) (239 591 7491, password: Y1K68N).

Mock Court Presentation

There are three group presentation opportunities. Each group consists of 4 students. The first pair of students present the disputes between the plaintiff and the defendant of an influential case at your choice. Then, the entire class voted based on the merits of your presentation, as if we are the jury. One student presented the original court's decision on this case and dissenting opinions, if any. The last student provides legal and economic analysis of this case and your group's study of relevant precedents and descendants of this case.

Possible ranges of topics: tort, product liability, property (including eminent domain), contract. Please feel free to let me know if your group have interest in other legal areas. Also, I will upload a video of my law and economics analysis of gun control and police violence for your reference.

Exams

Information about the midterm and final will be announced in class. Ex-post excuses after missing an exam will not be accepted. Accommodations, if any, have to be requested per the instruction under the "Accommodation" section.

Extra Credit: There will be no extra credit paper offered in this class, so please do not ask for such an opportunity after exams or at the end of the semester. Instead of trying to boost your grade with extra course work, FOCUS on studying and performing well on the mandatory class material. Also, incomplete requests are not accepted.

Course Outline and Readings⁵

- I. Chapter 1. Introduction to Efficiency, Equity, and Comparative Juris-prudence
 - Comparison between Civil law and common law system (pp. 197)
 - Coase Theorem (pp. 7-10; 180-190)
 - Product rule v. liability rule (pp. 190-196)

 - II. Chapter 2. Tort Law
 - Fundamentals of Tort Law (pp. 18)
 - The Unilateral Model of Precaution (pp. 19-22)
 - Social optimum (pp. 19)
 - Injurer's decision (pp. 20)
 - Strict Liability, No Liability, and Negligence Rules (pp. 22-23, 25)
 - The Hand-Rule (pp. 26-28)*
 - Extension of the Unilateral Model
 - Punitive damages and Misenforcement (pp. 47-50)
 - Activity Levels (pp. 37-39)
- presentation 1
-- Midterm 1

⁵ Readings from the textbook supplemented with journal articles. Articles marked with a "*" will be more pertinent to the content covered in class; the others are suggested. Pages are specific to the 3rd Edition and may differ for other versions.

The Bilateral Model of Precaution (pp. 23-26, 30-32)*

Chapter 3. Product Liability, (pp. 58-73, core: 63-70).

Invariant efficiency to assignment of liability

Misperception and comparative advantage against risk

III. Property Law

Chapter 6. Fundamentals

Emergence of Property Rights (pp. 147-153)

Legal protection of property rights and the protection model (pp. 154)

Land protection system (pp. 155-160)*

Leasing, the model of the Law of Waste (pp. 161-163)

-- presentation 2

-- Midterm 2

Chapter 7. Takings Law (Eminent Domain, pp. 205-217)

Public Use and the scope of takings (pp. 206)

Just compensation (pp. 211-213)

The model of eminent domain vs. land-use incentive (pp. 214-217)

IV. Contract Law

Chapter 4. Defining a Valid Contract

Elements of a valid contract (pp. 92)

Reasons for invalidating contract and market economy (pp. 94-97)

Chapter 5. Remedies for Breach

Efficient Breach of contract (pp. 111-114)

Different compensation rules (pp. 113-116)

Model of efficient Reliance (pp. 116-121)

-- presentation 3

-- Final Exam

Agreement

By signing up for this course, you are expected to get all the materials recommended for this course (textbook & WebAssign), attend all the lectures, and follow syllabus.

Covid-19

Students are encouraged to review relevant college policies regularly to stay up to date. Students are required to always have masks on (covering both mouth and nose) during the full class sessions. Use of food and beverages are not allowed in the classroom.

Grading

You can refer to the student handbook for a more detailed explanation of the grading policies. Below I am providing the numerical values for the main ones: **(F if below 60 points)**.

A+	A	A-
97-100	93-96.99	90-92.99
B+	B	B-
87-89.99	83-86.99	80-82.99
C+	C	C-
77-79.99	73-76.99	70-72.99
D+	D	D-
67-69.99	63-66.99	60-62.99

Time Commitment

While the exact time commitment for the class will vary individually and over the semester, I recommend that you budget approximately three to four out-of-class hours for every class hour to complete the reading, assignments, homework, and project. I have designed the class so that it should be feasible to satisfactorily complete the requirements with approximately nine to ten hours per week of time commitment. If you are spending more time than this on a regular basis, I encourage you to check in with me.

Accommodation Statement

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. If you have approval for academic accommodations, please share your accommodation letter during the first two weeks of the semester or a minimum of 10 days prior to needing your accommodations. You may choose to email me a PDF copy of your letter. If you do so, please copy SARC@trincoll.edu on the email and be sure to meet with me privately to discuss the implementation of your accommodations. If you do not have a letter but have a disability requiring academic accommodations, or have questions about applying for accommodations, please contact Lori Clapis, Coordinator of Accessibility Resources at 860-297-4025 or Lori.Clapis@trincoll.edu.

Academic Integrity

The faculty and administration support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. See the complete text of the Academic Integrity Policy and the Trinity College procedure of implementation at <http://internet2.trincoll.edu/facman/doc0009.html>.

Students are encouraged to study and learn together, but any work you submit must be your own. Any form of academic dishonesty, including (but not limited to) copying another student's work on *any* assignment or exam, allowing another student to copy your work, use of unauthorized materials on an exam, plagiarism, or having someone else do your work will result in disciplinary action that may include an F grade on the assignment, an F grade in the course and could result in suspension or expulsion from the College. There is zero tolerance for academic dishonesty.

Spring 2021 – Economics 385: Econometrics⁶
Professor Jun He
Monday and Wednesday 11:10 AM-12:30 PM (EST)

Student Hours: Friday 4.30-6.00 pm EST

Contact Info: jhe03@wesleyan.edu

General Course Information

Econometrics is the study of statistical techniques for analyzing economic data. Students are expected to learn from this course features of multiple regressions and the fundamental assumptions. Through participating in lectures, accomplishing assignments, and producing an independent research project, students should master how to properly apply econometric tools to find the causal relationship between the dependent variable and the variable of interest as well as how to justify such application with economic intuitions.

The teaching goals of this course include four aspects:

1. **Fundamental assumptions:** Students are expected to develop a solid understanding of the MLR assumptions, problems from violation of these assumptions, and how to rectify these problems with econometric tools or economic reasoning. This goal is achieved by mathematical derivation of the least square coefficients with the focus on cross-sectional regression. Mastery of this knowledge will be assessed by HM and exam.
2. **Inferences:** Students are expected to obtain a clear understanding of statistical inferences and more importantly, causal inference. Specifically, students should be able to find the corresponding randomized experiment, discover the possible confounding variables, and rectify the endogeneity problem with control variables and other advanced techniques. Such abilities are developed mainly through class discussions and examples. Mastery of inferences will be assessed through the verbal reasoning in the writing project.
3. **Advanced techniques:** dummy variable and its panel-data applications (diff-in-diff, fixed effect); Instrumental variables. The mastery of such techniques is assessed primarily by problem sets.⁷
4. **Software:** I will introduce how to apply the above knowledge to research by leading students through several STATA examples. The assessment of mastery of STATA includes Computer HM, problem set, and the final project.

For this course, basic knowledge of calculus (unconstrained optimization) is necessary. Mastery of statistics (t-test, F-test, OLS) is preferred.

Assignments and Credit

Cengage HM	15%		Research paper
Computer HM	10%		--Proposal 5%
Midterm Exam	20%		--Final Paper 20%
Problem Sets	25%		--Peer Review*2 2%+3%

Readings

Required text: Jeffrey Wooldridge, *Introductory Econometrics: A Modern Approach*, 7th edition, ISBN

⁶ This is a tentative syllabus. As the university provost suggested: “A syllabus need not spell out all such details, but should help students understand how and where to access the information and resources they will need in order to participate fully. A syllabus shall not be taken to preclude flexibility, adaptation, and adjustments, so long as such revisions are clearly communicated and do not introduce additional significant burdens on students. The syllabus shall offer a descriptive overview of the course, and orient students to appropriate details (such as scheduling, materials, assignment structure, expectations and evaluation criteria, policies, resources, etc.).”

⁷ Accomplishment of the third teaching goal is contingent on the pace of this course.

978-1-337-55886-0. (With access code to *Cengage MindTap*)

Supplemental text: Peter Kennedy, *A Guide to Econometrics*, 6th edition, ISBN 978-1405182577.
Stock and Watson, *Introduction to Econometrics*, 4th Edition. Pearson. ISBN 978-0134543826

The focus of lectures will be on the Wooldridge textbook, which provides a detailed elaboration of theories and applications. Some chapters of the Watson textbook will be adopted in demonstrating panel data methods (but purchase is not necessary). The Kennedy textbook, which targets econometrics of a higher-level degree of education, can function as a reference tool. You will find all other course-related materials, such as suggested videos, supplemental readings, and assignments posted on MindTap (integrated to Moodle), the online learning system that comes with the Wooldridge textbook. Therefore, you are required to (at least) purchase the access code for the latest version of the Wooldridge book.

Class Participation

Lectures will be delivered through [Zoom](#) (password: 654321). I will normally arrive 5 minutes in advance and stay for 5 more minutes after class for questions. Students are required to attend the synchronistic meeting (absences will only be pardoned for legitimate reasons, which should be reported to the instructor promptly). Any student who attends class infrequently may be assessed a grade penalty for poor class participation. I also consider pertinent questions posed during the student hours or via emails as engagement. You are encouraged to preview assigned readings before class. You should understand that in class, I will focus on the most important topics as well as on those that are more difficult to comprehend.

Cengage HM & Computer HM

Homework and computer homework are assigned periodically through *Cengage MindTap*. They serve several purposes: to review and extend concepts from the lecture or the notes, to provide feedback on your comprehension of the material to date, and to ensure that you will master necessary STATA skills. *Note: some problem sets may occasionally cover material before it is covered in class.*

Each assignment will allow three attempts. Hints are available as you work through the assignments. Late submissions are subject to a deduction of 10% per day. The deduction can be waived on a case-by-case basis (if reasonable excuses for late submission are accepted). If you experience difficulties, please let me know promptly.

Collaboration (on both assignments and the research paper) is welcomed. But you must submit your own individual set. You may seek help from your peer, classmates, course assistant, and QAC.

Problem Sets

Problem sets include 2 parts: 1. 10 Pop-up questions that I leave as exercise questions or extensive thinking problems. These questions will appear randomly in class. 2. Homework problem sets such as math derivations and practical problems.

Supportive Resources

Moodle: Supplemental materials (lecture outlines, lecture recordings, slides, answer keys to assignments, sample and guidance for writing) will be posted on Moodle. Announcements will also be posted through Moodle.

Writing: If you would like assistance with your writing, consult with the Writing Workshop (detailed information on <https://www.wesleyan.edu/writing/writingworkshop/index.html>).

Software: Some assignments (and the research project) will require the use of Stata, which is available in the data labs on campus. Assistance for Stata programming may be available from the QAC Tutors. Check <https://www.wesleyan.edu/qac/> for detailed information. I also plan to hold several software workshops if needed.

Student hours: I will be standing by on [Zoom](#) (no password, different from the lecture zoom) during the time of office hours. If that time does not work for you, you can email me to request individual online meetings. If there is any appeal of a grade, it cannot happen later than a week after the date when the grade was posted.

Course Assistant: Questions are suggested to be brought up primarily to the course assistant, Sophia Song. She can be reached by email, ssong@wesleyan.edu. She will hold her office hour on [Zoom](#) every Monday, 7.30-8.30 pm EST.

Exams

There is an in-class mid-term exam only. It will be closed-book and cumulative.

Research Paper

A major goal of this course is to tour each student through the regular process of producing a well-written, carefully constructed, original piece of econometric research as well as the process of revising and presenting it. I include the peer review process to motivate interaction and collaboration among peers, exchange and improvement of ideas while promoting communicative skills.

The analysis employed in the paper should be using empirical techniques from this course. Excellent papers will take a creative approach towards an interesting topic and may form part of a thesis. Students who want to write a paper related to another elective should speak with me and the other professor as early as possible to obtain permission.

The research project has two stages: a peer-reviewed proposal, and a peer-reviewed final submission.

Peer Review: You are required to find your review peer from this class **before Mar. 15th**. Your review peer is suggested to be the classmate that you normally collaborate with or the one with the research interest in the same field as yours. You and your review peer are expected to review the proposal and final paper, help each other improve writing as well as the economic logic of your paper. I will demand a 1-page review log (no more than 2 pages for the review log of the final paper) for the proposal and the final paper each, which will count as your own peer review grades.

Proposal: A 2-3 page prospectus is to be uploaded to an assignment folder in the course [Moodle](#) **no later than noon on Mar. 24th**. It should include a brief discussion of your topic, related citations (from academic research), data description and summary, and some discussion of the proposed econometric techniques. *Ideally, all relevant data will have been collected before this assignment is due.* (Note: do not print out your data set; I am simply seeking evidence that you can implement your proposed project.)

Every student is expected to meet with me at least once before or after the submission of the proposal to ensure the smooth progress of this research project.

Final paper: Papers are due no later than **5 pm on May 12th** (the last day of the class). All students can have an extension without a penalty until **11:59 pm on May 17th** (the last day of the reading period). The evaluation will be based primarily on the quality of economic analyses in the paper. However, I expect your paper to be well-written and free of any grammatical, logical, or spelling errors. Low-quality writing will cause deductions in scores.

Format: Your paper will be an in-depth exploration of any topic in empirical economics. The final paper will be about 6-12 pages long (not including references, appendices, or exhibits), single-spaced, *Times New Roman*, font size 12, with the standard 1-inch margins. (Note: all written documents should follow this formatting.) Excessive length is generally detrimental to the quality of your work. The “Hockey paper” stands as a reference of format and structure.

Submission: The proposal and peer review log will be submitted electronically to a Turnitin assignment folder in Moodle and marked-up copies of your proposals will be returned via Moodle as well. The final paper should be submitted electronically to the Turnitin folder in Moodle (automatically checking for plagiarism). All written projects should be uploaded in pdf format. ***Please do not email me any of these files. Late submissions are penalized at the rate of half a letter grade per late day.***

Prize: All final papers that earn a grade of A+ (100) will be eligible for consideration for the department's *Lebergott-Lovell Prize*, which is awarded annually to the best paper written in the current academic year that uses econometric techniques to analyze an economic problem. However, any paper that forms part of an honors thesis or senior essay is automatically excluded from consideration for the prize. The 3-person committee is chaired by the fall econometrics instructor (*Aka Moi*).

Course Outline

Below is a list of topics that the course plans to cover and approximate dates for each topic. This outline is meant to be a rough guide only and subject to change. The required readings are almost entirely from the Wooldridge textbook.

Date Topics

Module 1. Cross Section

- Week 1:** Syllabus and expectations; Why study econometrics?
 Introduction to Econometrics (Chpt 1)
 STATA/R tutorial on Cengage
- Week 2:** The structure of economic data (Chpt 1); Simple linear regression (Chpt 2)
 HM 1 on Chapter 1; CHM 1
- Week 3:** Review on Statistics (Appendix B): Expected value, variance, and distributions
 Problem set 1
- Week 4:** Simple linear regression (continued); Multiple regression (Chpt 3)
 HM 2 on Chapter 2, CHM 2
- Week 5:** Multiple regression continued (Omitted variable bias)
 HM 3 on Chapter 3, CHM 3
- Prepare proposal and find a research peer**
- Week 6:** Hypothesis testing and confidence interval (Chapter 4, Appendix C.5-C.6)
 Proofread and submit the proposal
 Problem set 2
- Week 7:** Testing restrictions: F test and LM test (Chapter 4 continued, Appendix C.6)
 HM 4 on Chapter 4, CHM 4
- Week 8:** Heteroskedasticity (Chapter 8); Matrix Algebra form of OLS (Appendix D, E)
 HM 8, CHM 8
- Week 9:** Further issues in econometrics inferences, dummy variable (Chapter 7)
 HM 7, CHM 7

Module 2. Panel Data

- Week 10:** Review and Midterm: Cross-Section regression
- Week 11:** Difference-in-difference (Chapter 13)
 Problem set 3
- Week 12:** Fixed effect (Chapter 14)
 Problem set 4
- Week 13:** Instrumental Variable (Chapter 15)
 Problem set 5
- Week 14:** **Term paper Submission, Final grades posted**

Please note that the focal point of this course is to set a solid foundation of econometrics through the teaching of cross-section econometrics. The realization of Module 2 is contingent on the pace of this course. However, if your paper involves panel data analysis, please feel free to contact me. I will share learning resources and provide individual assistance.

Grade Criterion

Any grading-related questions must be imposed within a week after the announcement of this grade. Disputes submitted exceeding this deadline are subject to automatic rejection.

The final letter grades will be dependent on the weighted sum of all your performances. The conversion of grades will be given based on https://www.wesleyan.edu/registrar/general_information/GPA_calculation.html. A+ will only be given to students who excel in all categories (above 95/100 for each).

Grade Options

Students have the option of Cr/U, but please be advised that if this course is for thesis consideration, PBK (*Phi Beta Kappa*) and ODE (*Omicron Delta Epsilon*- Economic Honor Society), this course has to be letter-graded. The deadline for taking the Cr/U option is 5 pm Mar. 2nd. The withdrawal deadline for a full semester course is May 5th.

Covid-19 Code of Conduct

To protect your health and safety, the health and safety of instructors and staff, and the health and safety of your peers, all students must understand and adhere to the [Covid-19 Code of Conduct](#). Students are encouraged to review the code of conduct regularly to stay up to date on the current code.

Time Commitment

While the exact time commitment for the class will vary individually and over the course of the semester, I recommend that you budget approximately three out-of-class hours for every class hour to complete the reading, assignments, homework, and project. I have designed the class so that it should be feasible to satisfactorily complete the requirements with approximately twelve hours per week of time commitment. If you are spending more time than this on a regular basis, I encourage you to check in with me.

Accommodation Statement

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Religious Observances

Faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required assignments/attendance. If this applies to you, please speak with me directly as soon as possible at the beginning of the term.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, ability, and nationality. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on the student code.

Discrimination and Harassment

Wesleyan University is committed to maintaining a positive learning, working, and living environment. Wesleyan will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or

student. For purposes of this Wesleyan policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office for Equity and Inclusion at 860-685-4771. The responsibility of the University Members has more information.

Honor Code

All students of Wesleyan University are responsible for knowing and adhering to the Honor Code of this institution. Violations of this policy may include cheating, plagiarism, the aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council – Office of Student Affairs. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). The Office of Student Affairs has more information.

INTRODUCTION TO STATISTICS FOR ECONOMICS (ECON 218-01)⁸

Trinity College - Hartford

Spring 2022

TTH – 6.30pm to 7.45pm

MC 311

Instructor: *Jun He*
Email: jun.he@trincoll.edu
Office Hours: Monday 1.30-2.30 pm, Friday 1.30-3 pm (you need to book via [calendly](#) in advance)
Office Location: Virtual meeting on [Zoom](#) (meeting ID: 432 519 8931)
Contact: All communications will be through WebAssign, Moodle, Zoom, and email.

Course Description and Objectives: As data and computing resources have become increasingly accessible, economics has become more concerned with the measurement and estimation of economic phenomena. This course is designed to familiarize students with common statistical methods used in economics. Topics will include the presentation of data, descriptive statistics, probability theory, discrete and continuous distributions, sampling distributions, estimation, and hypothesis testing.

Course prerequisites: C+ or better in Economics 101.

Requirements for the Economics Major: Students must earn a grade of C+ or better in this course to count it towards the Economics Major. (Please refer to the College Bulletin for the requirements of the Economics major.)

Textbook: “*Statistics: The Exploration & Analysis of Data*” 7th Edition, by Roxy Peck and Jay L. Devore, Cengage Publishers, ISBN-13: 9780840058010.⁹

Grading: The final grade for this course will be calculated as follows:

Quizzes	10%
Assignments	20%
Module exams 1-4	20% *3+10% (10% for the lowest one)

Midterms and Final Exam

- All the exams are in-class. I will announce their details 1 week ahead of the examination date. The final exam date and time are set by the College and cannot be changed.
- Texas Instruments TI-30 or Casio fx-260 may be used in class and on exams. You may not share them with each other during **any** of the in-class exams. **NO** phones or any other electronic devices that send/receive data are allowed to be used as calculators (even if airplane mode is on).

For this course, you should expect to spend an average of **9-12 hours per week** studying and completing assignments.

Quizzes: I will give a quiz regularly on Tuesday at the beginning of the class (unless an exam is scheduled). Quizzes will be 5-10 min long and you will be expected to solve an exercise that will be

⁸ This syllabus is tentative and subject to revisions. The latest version will be updated on Moodle. You alone are responsible to learn about these changes if you miss any class time.

⁹ You will also find the Wooldridge textbook, especially its appendices, super helpful. Jeffrey Wooldridge, *Introductory Econometrics: A Modern Approach*, 7th edition, ISBN 978-1-337-55886-0.

similar to the ones we will have solved in class in the previous two lectures. If you miss a quiz because you came late to class or were absent, you will be given a **zero** unless presenting proper justification on or before the same day.

Assignments: There is a homework assignment for each chapter of the text. The homework will be submitted online via WebAssign. You shall follow the directions on the top of the Moodle page to register for the course WebAssign. You only need to complete this registration process once. After creating your account, you will be able to be directly routed to WebAssign through the Moodle link.

Late Submission Policy: I will allow only one deadline extension during the entire course, in which case a penalty by 15 points per day will be applied for a late submission. The extension request has to be placed within a week post the deadline.

Office hours and TA sessions: Please note that I will be available on Zoom during my office hours. The link for the Zoom meeting is at the top of the syllabus. You are supposed to book an opening through [Calendly](#). Notifying me with emails on the meeting content in advance will be appreciated.

Your TA (to be reached at equinn@trincoll.edu) for this class will be holding a TA session every week, 3:00-4:00 for both Tuesday and Thursday at Peter B's. During these sessions, your TA will be answering any questions you might have regarding class material and providing hints to help you solve exercises from assignments whose due dates are after the sessions. Additional exercises are available from the end of each chapter from the textbook, and you can benefit from extra practice, with the TA.

HM questions and practice questions should go primarily to the TA.

Q-Center: The Q-Center will open for tutoring on Monday, September 20th and provide in-person tutoring on a walk-in basis. Please refer to <https://www.trincoll.edu/quantitative-center/tutoring-support/>.

Grading Scale: You can refer to the student handbook for a more detailed explanation of the grading policies. Below I am providing the numerical values for the main ones:

A+	A	A-
97-100	93-96.99	90-92.99
B+	B	B-
87-89.99	83-86.99	80-82.99
C+	C	C-
77-79.99	73-76.99	70-72.99
D+	D	D-
67-69.99	63-66.99	60-62.99

F if below 60 points.

Make-up Examinations: Absence from class **does not** excuse the student from any assigned work designated by the instructor as part of this course. In the event of an absence, you alone are responsible for promptly discovering what was covered or announced in class and catch up with class assignments as soon as possible. Therefore, please check Moodle announcement at least once per week. **No make-up will be given.** If you have a *documented excuse* for missing a quiz/midterm, the points will be reallocated to the upcoming quiz/midterm. Only the final can have a make-up when *official* proof justifying the absence is presented.

Extra Credit: It is not offered in this class, so please do not ask for such an opportunity after exams or at the end of the semester. Instead of trying to boost your grade with extra course work, FOCUS on studying and performing well on the mandatory class material. Also, incomplete requests are not accepted.

Other Class Policies:

- Computers are only allowed for taking notes, although I highly suggest taking notes with pen and paper. Please do not use your computer for personal reasons (online shopping, checking email, watching YouTube, etc.) during class.
- Please **restrict yourselves** from leaving and re-entering the classroom. You might hurt your grade by missing important information, and you might also create a negative externality for your classmates by distracting them from the lecture.
- **Recording the lectures is not allowed**, unless you have my permission to do so in advance.
- Please try not to bring food/drinks to class, after all, it is a classroom and not a cafeteria.
- Please **keep your mask on** (covering both mouth and nose) for the entire class session. The use of beverages and drinks is not permitted inside the classroom during class sessions.

Academic Integrity: The faculty and administration support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the Academic Integrity Policy and the Trinity College procedure for implementing that policy may be found at <http://internet2.trincoll.edu/facman/doc0009.html>.

Students with Academic Accommodations: Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. If you have approval for academic accommodations, please share your accommodation letter during the first two weeks of the semester or a minimum of 10 days prior to needing your accommodations. You shall choose to email me a PDF copy of your letter. If you do so, please copy SARC@trincoll.edu on the email and be sure to meet with me privately to discuss the implementation of your accommodations in at least a week's advance to the exam. If you do not have a letter but have a disability requiring academic accommodations, or have questions about applying for accommodations, please contact Lori Clapis, Coordinator of Accessibility Resources at 860-297-4025 or Lori.Clapis@trincoll.edu.

Course Outline (Tentative):

Module 1. Fundamentals for Econ 218

Chapter 1. Role of Statistics and the data analysis process

WebAssign Assignment #1

Chapter 4. Numerical methods for describing data

WebAssign Assignment #2

Chapter 6. Probability

WebAssign Assignment #3

Midterm 1 (Chp 1, 4, 6)

Module 2. Normal Distribution

Chapter 7. Normal Distributions (7.1-7.3)

WebAssign Assignment #4

Chapter 8. Sampling Variability

WebAssign Assignment #5

Midterm 2 (Chp 7 & 8)

Module 3. Application of Normal Distribution

Chapter 9. Estimation using a single sample (9.1-9.3)

WebAssign Assignment #6

Chapter 10. Hypotheses & Test Procedures (10.1-10.4)

WebAssign Assignment #7

Midterm 3 (Chp 9 & 10)

Module 4. Introduction to OLS

Chapter 5. Bivariate Data (5.1-5.3)

WebAssign Assignment #8

Chapter 13. Simple linear regression and correlation

WebAssign Assignment #9

Chapter 14. Multiple Regression Analysis (if time permits)

WebAssign Assignment #10

Midterm 4 (Chp 5, 13, 14)

Commitment to the Course: By signing up for this course, you are expected to get all the materials recommended for this course (textbook & WebAssign), attend all the lectures, and follow the syllabus.

ECONOMICS 1202-30 Spring 2018

PRINCIPLES OF MACROECONOMICS

Instructor: Jun He
Class Hours: Tu, Th 11:00-12:15
Location: 211 ACD

Office: 306 ACD
Office Hours: Tu, Th 10:00-11:00
E-mail: jun.he@uconn.edu

Required Readings:

Hubbard/O'Brien: Macroeconomics 7th Edition; ISBN: 9780134738314.

The book is associated with the Myecon Lab platform, which includes the e-text version of the book along with the Myecon Lab learning program and the online homework. Myecon Lab is used for homework assignment thus compulsory.

Scope and Objectives of Course:

This course is an introductory course in Macroeconomics. We will study the aggregate aspects of the economy. The course will introduce you to concepts like GDP, national income, aggregate demand and aggregate supply and certain open economy concepts like exchange rate. We will examine fiscal and monetary policy and the impact it could have on the economy. We will learn to interpret some real-world news with macroeconomics. I will sparkle your interest with economics by storytelling and economic intuition.

Course Grading and other Requirements:

Grades will be based on the following components:

- 1) Graded homework assignments on Myecon Lab (20%)
- 2) My Econlab quizzes (15%)
- 3) Midterm exam (30%)
- 4) Final exam (30%)
- 5) Class Participation (5%)

You are responsible for submitting all your online assignments on time.

The lowest two quizzes will be dropped. All homework assignments will be due at 11:55pm on the due date of the assignment.

Any problems should be reported within a week after the due date. Any reports later than that shall not be accepted.

Depending on the class performance, your final grades may be curved.

To schedule a meeting during office hour, you should email at least one day in advance.

Course Topics:

Part 1: Introduction

Week 1: Introduction & Trade and Comparative Advantage

Chapters 1 & 2

Week 2: Supply and Demand

Chapter 3

Week 3: Economic Efficiency, Government Price Setting, Taxes, and Health Care

Chapters 4 & 5

Part 2: Firms in the Domestic and International Economies

Week 4: Chapters 6 & 7

Part 3: Macroeconomic Foundations and Long-Run Growth

Week 5: GDP

Chapter 8

Weeks 6: Unemployment and Inflation

Chapter 9

Weeks 7: Chapters 10 & 11

Midterm Examination Date: TBA

Part 4: Short-Run Fluctuations

Weeks 8: Chapters 12 & 13

Part 5: Monetary and Fiscal Policy

Weeks 9: Chapter 14

Weeks 10: Monetary Policy

Chapter 15

Week 11: Fiscal Policy

Chapter 16

Week 12: Inflation, Unemployment, and Federal Reserve Policy

Chapter 17

Week 13: **Spring Recession**

Part 6: The International Economy

Week 14-15: Chapter 18 and 19

Final Examination: TBA

The above is a *tentative* (subject to change) list of the concepts and topics and reading assignments from the textbook. Please check HuskyCT (Blackboard) frequently for messages and announcements.

Available Resources:

I am more than willing to answer your questions by in person meetings, but you should email me with specific request. You can also seek help from free tutor provided by the Economics Department. Detail information is available at <https://econ.uconn.edu/tutoring/>.

Grading Scale:

The course grading scale is as follows:

Grade	Letter Grade	GPA
93-100	A	4.0

90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

For Assistance With HuskyCT:

Avery Point Academic Center
AveryPointAcademicCenter@uconn.edu

Academic Building, room 107

(860) 405-9058

Accommodations:

Students requiring classroom accommodations should meet with the Director of Student Services to discuss options. The Center for Students with Disabilities website provides information about available accommodations and the process to register for accommodations.

Contact:

Trudy Flanery
 Branford House, room 306
 (860) 405-9024

Student Responsibilities:

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code:

You are responsible for acting in accordance with the [University of Connecticut's Student Code](http://www.community.uconn.edu/student_code.html), available at http://www.community.uconn.edu/student_code.html. Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

Copyright:

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication:

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course:

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the Undergraduate Catalog.

Policy Against Discrimination, Harassment and Related Interpersonal Violence:

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities:

Faculty and instructors are strongly encouraged to make reasonable accommodations in response to student requests to complete work missed by absence resulting from religious observances or participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Such accommodations should be made in ways that do not dilute or preclude the requirements or learning outcomes for the course. Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should contact the Office of the Dean of Students.

Econ 2301
Mathematical Economics
Fall 2018

Instructor: He, Jun. Roderick

Lecture Hours: MW 16:40 – 17:55 pm, Oak 105

Office Hours: MW 18:00-19:00, Oak 317 (or by appointment)

Email: jun.he@uconn.edu

TEXTBOOK

Fundamental Methods of Mathematical Economics, 4th edition (2005) by Chiang, A. and Wainwright, K. (strongly suggested)

(There are some exercises on the book which I will instruct you to go over during and after class.)

PREREQUISITES

Course prerequisites are: Econ 1200 or both 1201 and 1202; and Math 1071Q or 1110Q or 1121Q or 1131. For those who have already been familiar with some of the techniques covered in the course, you may benefit from learning the applications to economic problems.

COURSE OBJECTIVE

The purpose of this course is to equip students with the fundamental mathematical methods used for economic analyses, such as matrix algebra, comparative statics, unconstrained and constrained optimization. After completing this course, students should be able to independently analyze economics problems with math models. I will foster the understanding of microeconomic and econometric theories by explicating the mathematic reasoning behind. Materials covered include and not restricted to the consumer's theory (Mashallian and Hexian demand), the producer's theory (MRTS in equilibrium) and the OLS coefficient derivation.

ACADEMIC MISCONDUCT

Academic Misconduct in any form is in violation of the University of Connecticut Student Code and will not be tolerated. This includes, but is not limited to: copying or sharing answers on tests, plagiarism, and having someone else do your academic work. Please see the Student Code at <http://community.uconn.edu/the-student-code-preamble/> for more details and a full explanation of the academic misconduct policies.

GRADING

- 1) Homeworks (30%). There are 7 homework sets during the semester. (drop the 2 lowest grades, if you hand in more than 5 times, the 6th and 7th homework will count 3% each towards the final grades)
- 2) Exams (70%). 2 Midterm Exams and a cumulative final. The lowest score is dropped. If keeping two midterms the first is 30% and second 40%. If dropping one midterm, the remaining midterm is 30% and final 40%.
 - If you have a conflict with your final exam time you must obtain official permission to schedule a make-up exam, see <http://dos.uconn.edu/finals-rescheduling/> for more information.
 - Any issues concerning adjustment of grades should be reported within one week after the grades are posted. Any request for extension of homework deadline or rescheduling exams should be reported no later than one week before the due date.
 - Reports exceeding the one-week period will not be accepted.

QUESTIONS AND APPOINTMENTS

If you have any questions, contact me by email or stop by during my office hours. Meeting in person is encouraged but please come with specific questions.

You should inform me if you are undergoing special difficulties with your study (due to medical or academic reasons for example). I will do my best to help you succeed throughout this course.

COURSE OUTLINE

Week 1-Week 5 (Solution to linear model)

- Introduction to math econ
- Matrix algebra
- Matrix properties
- Linear models and application

Midterm 1 (3rd Oct)

Week 6- Week 10 (Static analysis)

- Derivative and differentiation
- Unconstrained and constrained optimization
- First order condition
- Comparative static analysis of general function

Midterm 2 (7th Nov)

Week 11- Week 15 (Optimization)

- Implicit function rule and simultaneous equation rule
- Stationary point and derivative test
- Second order condition
- (applications to specific economics problems)

Schedule is subject to change according to class progress. Please refer to the weekly summary for review purpose.

Policy Against Discrimination, Harassment and Related Interpersonal Violence

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at equity.uconn.edu and titleix.uconn.edu

Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities

Faculty and instructors are strongly encouraged to make reasonable accommodations in response to student requests to complete work missed by absence resulting from religious observances or participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Such accommodations should be made in ways that do not dilute or preclude the requirements or learning outcomes for the course. Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should contact the Office of the Dean of Students.

Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports. This will enable the counselors to give our students appropriate advice.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Managerial Economics – Econ 3010. Sec 01

Time: MWF. 10:00-10:50
Instructor: Jun He, Ph.D.

Venue: BUS 243
Email: junhe@suu.edu

Mode: In-Person
Office: Bennion 312E

Office Hours: TTH 9.30-11.30 (in-person, please wear a mask) am and 2.30-4.30 pm (online, please register ahead).¹⁰

You can communicate with me in a variety of ways, but if you are looking for a quick response, please email me. Expect a response from me within one to two business days. Please specify your course number and section number in the title of your email.

Course Description

Managerial Economics is a combination of the fundamentals of microeconomic theory and business applications to understand and learn about factors that affect organizational management and how firms make optimal decision-making. This course will use basic analytical tools of microeconomics to study the economic behavior of individual decision-making agents such as consumers and firms and learn how to apply these tools in various “real world” and policy issues. This will be achieved by laying an adequate theoretical foundation to study various applied fields in economics and management. At the end of this course, students should be able to answer questions about how consumers make choices when faced with various types of constraints, and how producers determine how much to produce facing certain constraints or a market structure.

Prerequisites

MATH 1040 (Statistical Inference) and **either** MATH 1100 (Applied Calculus) or MATH 1210 (Calculus I) or ECON 2500 (Quantitative Methods for Business and Economics)

Please note that prerequisite means that you are responsible to know the material covered in those classes. Class time will **not** be dedicated to reviewing topics covered in these courses extensively although you can always reach out to me during office hours for additional help.

Expected Learning Outcomes

At the completion of this course, successful students will

- Understand fundamental microeconomic theory, as described and used throughout the course, at both an intuitive and technical level.
- Be able to apply economic principles and reasoning to managerial problem solving, decision-making, and strategic planning.
- Be able to understand and analyze consumer or producer’s decisions under different constraints or industrial structures.

¹⁰ Zoom meeting room number is 954 5785 0118 for office hours, register here ahead of the meeting to ensure a spot <https://suu-edu.zoom.us/j/95457850118>

Expectations on Students

1. Take an active role in your education
2. Accept responsibility

While the instructor serves as a guide, coach, facilitator, and evaluator, learning is ultimately the responsibility of each individual. Therefore, students are expected to do the following *as needed to achieve the course objectives*: (1) study course material; (2) ask questions and seek help with subject matter that is not understood after a reasonable amount of independent study; (3) carefully and thoughtfully complete all assigned exercises; (4) do extra study and practice exercises if needed.

3. Be respectful to your peers, the instructor, and to pertinent university policies

Class is a learning opportunity for all enrolled students, not just for one. Students are expected to respect others' opinions and comments, be respectful of others' time, and not interrupt the instructor. As a courtesy to all, I would expect everyone to put their phones on silent, not text/receive calls during class, not be late or leave early in a disruptive manner, and not use inappropriate language when addressing classmates or the instructor.

You may take notes on your tablet/computer if that is the mode you are comfortable with. However, these devices are frequently distracting for the user and those around them. If I believe your computer or tablet is distracting you or others, I will ask you to put it away.

Required Textbook:

For this course, you are strongly recommended to purchase *Microeconomics* by R.S. Pindyck and D.L. Rubinfeld (8th Edition). Publisher: Pearson ISBN-10: 013285712X, ISBN-13: 978-0132857123.¹¹

Although not required, I strongly recommend getting the textbook. You can get a physical copy or an e-copy, whichever suits you best and minimizes cost.

Other Resources:

For Cedar City students, a link to the tutoring center with their hours will be provided. I also highly recommend study groups. TA's information will be updated in this syllabus when he/she is hired.

Course Structure

The course is designed primarily around the textbook and supplemental materials that will be expanded on through discussions in class. We will cover the bulk of the text following the chapters in order, but we will omit a few chapters.

¹¹ For a more managerial perspective, you are recommended to refer to *Managerial Economics and Business Strategy*, 10th Edition, Michael R. Baye and Jeffrey T. Prince, McGraw-Hill/Irwin (ISBN10: 1260940543, ISBN13: 9781260940541, 2022 Edition).

There will be two midterm exams and a final exam. There will be reading assignments, quizzes, and problem sets for all chapters covered in the class. It is normal that the exam or assignments contain some questions that are distant from what is taught in class. You will need to apply what you learned to solve these challenging questions.

Problem sets are to be turned in before the due date. PLEASE start early. To receive full credit for an assignment,

- To receive full credit for your homework, you must answer each question correctly and show your work. If you get a correct answer but fail to show your work, you will get partial credit. You will get partial credit for a question if you attempt it (with supporting work) but get it wrong and you have shown some work. If you do not attempt a question at all or do not show sufficient work for an incorrect answer, you will receive a zero for that question.

If you answer each question, but fail to put forth a good effort, you may be docked additional points. For example,

Question: What is the right answer? Explain.

Answer: 12 (which is correct but you did not explain)

You will lose points.

- Each problem set needs to be submitted in a **word document or pdf on Canvas**. It is recommended that you learn how to use equation editor within Word. Unclear writing may lead to a loss of points.
- Each assignment shows original work: no copying, no pasting, no submitting work done by anyone else. If this happens once you will receive a 0 on that problem set, if it happens twice you will receive a 0 on all problem sets.
- Late Work. Late assignments and quizzes will not be accepted. I encourage you to plan accordingly. I am willing to make exceptions ONLY under specific circumstances AND when notified and justified by official documents beforehand.¹² Open and prompt communication with the professor is crucial.

Each problem set will be graded based on these criteria. **Answers will be posted on Canvas on the day following the due date and it is up to each student to review their own assignment for correctness.** Students who do this on a regular basis tend to be those that perform the best in this course.

¹² For expectable events, such as jury duty, wedding and funeral, service notification, wedding announcement and obituary are acceptable documents. For personal health issues, recommendation letters for leave opened by licensed health care providers are acceptable documents. (No personal information of you should be revealed in this letter.) For unexpected emergency like car accidents, police reports can function as justification for your leave. Please inform me as soon as the event emerges so that we can plan ahead. Ex-ante notification for foreseeable events and prompt notification for unforeseeable emergencies to me are strongly encouraged. As instructor, I reserve the right to decline request for consideration if there is unreasonable latency in the report.

Quizzes will be administered through Canvas. They are designed to serve as intermediary measures of your mastery of the material. These quizzes are aimed at giving you a quick concept check to understand if you are following the content. I recommend doing the quizzes before the homework assignments. You may use notes and the book to complete the quizzes, but you may NOT use other people to answer the questions. Again, no late submissions will be accepted except under specific circumstances with proof and if notified of a justified reason beforehand.

Other Resources

Teaching Assistant: Julia Pallan can be reached via email (julia.christine.pallan@gmail.com) or through text message at (307)-887-6736. She will hold office hours at Benion 303 on Friday, 3.30-5.30 pm. Besides, you can also seek help from the tutoring center.

Exams:

There will be three exams in this course, two midterms and one final. These exams can be challenging. They may contain questions that you have already seen before in the textbook, problem sets, or quizzes. However, They may also contain questions that you have not seen before but are based on the concepts covered in the class (as mentioned above, application of knowledge is one of the key elements of “higher” education).

The best way you can prepare is to 1) engage in the learning process, 2) spend time working on the problem sets and understanding the concepts covered, 3) grade your own problem sets for correctness, and 4) teach others the concepts covered in the class.

I will not allow for make-up exams if you miss an exam **except** under specific circumstances with proof and if notified of a justified reason beforehand (in a week’s advance at least). The exam will be administered by the **testing center**. I will notify the covered chapters, date, and venue in class.

Grading

If you are worried about your grade, please watch the following video as a template of what you should not do. [I am worried about my grade.](#)

Grading will be based on the following point distribution:

Problem Sets	25%
Quizzes	15%
Exam 1	20%
Exam 2	20%
<u>Exam 3</u>	<u>20%</u>
Total	100%

At the end of the term, grades will be awarded based on the following cutoffs.

$\geq 92\%$ = A	80-81.99% = B-	67-69.99% = D+
90-91.99% = A-	77-79.99% = C+	62-66.99% = D
87-89.99% = B+	72-76.99% = C	60-61.99% = D-
82-86.99% = B	70-71.99% = C-	< 60% = F

Curve: The grading standard is set and you should not count on a curve. In the very rare cases where there has been a curve, it is usually a small curve on a specific exam when the majority of the class misses a new question that we are piloting. This curve is very small at best.

Extra Credit: There will be no extra-credit work that you can do to bump up your grades. Instead of trying to boost your grade with extra course work, **FOCUS** on studying and performing well on the mandatory class material.

Timing: Grading of assignments, quizzes, and exams will normally be posted within one week of the due date. **After the grade posting date, you have up to one week to appeal for grading issues. Requests to appeal grades beyond the period will not be accepted.**

Policies

COVID and Attendance Expectations

(Refer to <https://www.suu.edu/coronavirus/> for updated campus policy regarding COVID.)

What should I expect in the classroom this semester? (The following are general guidelines for the classroom environment.)

Class Attendance is Required. This is a Face-to-Face course, however, depending on how the pandemic evolves going forward, we may need to switch to either Synchronous Remote, or Hybrid, but, whichever modality, your attendance is required. If you are ill or instructed to isolate or quarantine, you may request a faculty member record the class and share it with you or you may request other reasonable accommodations. I will work with you to develop a plan for completing coursework while you are isolated/quarantined. In order for you to receive academic accommodations and ensure that your request is communicated to me; also, you must submit the [self-report](#) form in order for you to receive academic accommodations and ensure that your request is communicated to relevant personnel.

Course [delivery modalities](#) may be modified in response to COVID conditions: SUU is employing every effort to maintain a learning environment that is engaging and safe. The course modality listed when you registered for courses should remain for the semester; however, due to COVID conditions, the delivery of modality for our course may change during the semester. Normally, these changes will be short-term (possibly the length of a quarantine or isolation time period), or in some cases longer. When such a modification is needed, faculty members will work with their department chair and/or dean, and the students to maintain an effective learning environment.

ZOOM ETIQUETTE: If your instructor utilizes the Zoom online conference system, you will need to have a way to communicate (a webcam, a microphone, a smartphone/landline, or using chat within the Zoom app). We will adopt the same rules and norms as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, please:

- Join the course in a quiet, distraction-free location;
- Be aware of your background if you have video enabled;
- Mute your microphone or phone unless you are speaking;
- Close browser tabs and software not required for participating in class; and

- Remember that SUU classes are in the Mountain Time zone.

The success of this class will depend on the same commitment to learning we all typically bring to the physical classroom.

ACADEMIC INTEGRITY: Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent (see [SUU Policy 6.33](#)). You are expected to have read and understood the current SUU student conduct code ([SUU Policy 11.2](#)) regarding student responsibilities and rights, the intellectual property policy ([SUU Policy 5.52](#)), information about procedures, and what constitutes acceptable behavior.

In particular, it is expected that all tests and assignments turned in by an individual student will represent the work of that student alone, and not the work of someone else. Students are encouraged to help each other learn and get past sticking points. But do not do essential parts of an assignment for someone else or represent someone else's work as your own, i.e. copy and paste. In addition, you may not discuss in any detail the contents of exams outside of class.

ADA STATEMENT: Students with medical, psychological, learning, or other disabilities desiring academic adjustments, accommodations, or auxiliary aids will need to contact the Disability Resource Center, located in Room 206F of the Sharwan Smith Center, or by phone at (435) 865-8042. The Disability Resource Center determines eligibility for and authorizes the provision of services. If your instructor requires attendance, you may need to seek an ADA accommodation to request an exception to this attendance policy. Please contact the Disability Resource Center to determine what, if any, ADA accommodations are reasonable and appropriate.

Please beware of the processing time of your request to plan accordingly. Also, please remind your instructor of your approved accommodation within 3 days after the exam date is posted to ensure your accommodation is arranged. Please be advised that you may not reveal your personal information (including health status) in the reminder.

EMERGENCY MANAGEMENT STATEMENT: In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/emergency>

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CANVAS HELP For Canvas questions, call canvas office M-F 8-5 at 435-865-8555, email them at canvas@suu.edu, or contact 24/7 support with Canvas at 877-214-8854, through live chat here <https://cases.canvaslms.com/liveagentchat?chattype=student&sfid=001A00000085pbDIAQ> or email support@instructure.com

Syllabus Quantitative Methods for Business and Economics – Econ 2500 (Sec. 4)

Time: MWF. 12:00-12:50
Instructor: Jun He, Ph.D.

Venue: BUS 118
Email: junhe@suu.edu

Mode: In-Person
Office: Bennion 312E

Office Hours: TTH 9.30-11.30 (in-person, please wear a mask) am and 2.30-4.30 pm (online, please register ahead).¹³

You can communicate with me in a variety of ways, but if you are looking for a quick response, please email me. Expect a response from me within **one to two business days**. Please Specify your course number and section number in the title of your email.

Course Description

This course is an introduction to applied quantitative methods for business and economics. Spreadsheets (Excel) are used extensively as a modeling tool. College algebra (MATH 1050 or equivalent) and introductory statistics (MATH 2040 or equivalent) are essential prerequisites. (Prerequisite means that you are responsible to know the material covered in those classes.) Main topics include introductions to calculus, linear programming, and data and regression analysis.

Prerequisites

Math 1050 – College Algebra
Math 2040 – Business Statistics

Essential Learning Outcomes

- **Critical Thinking** - Students combine or synthesize existing ideas, images, or expertise in original ways, as well as think, react, and work in an imaginative way.
- **Digital Literacy**: Students strategically and responsibly employ appropriate technologies to explore, create, collaborate, and organize in a digital context.
- **Quantitative Literacy**: Students can understand and create sophisticated arguments supported by quantitative evidence and clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Expectations

4. Take an active role in your education
5. Accept responsibility (including time management and active communication)
6. Be respectful to your peers and to the instructor

Required Textbook:

The textbook is available for purchase on amazon.com. The paperback version is \$40 as is the kindle version. I highly recommend that you buy the paperback version.

Here is a link to the book: [Textbook](#)

ISBN-13: 978-1099746758; ISBN-10: 1099746752

¹³ Zoom meeting room number is 954 5785 0118 for office hours, register here ahead of the meeting to ensure a spot <https://suu-edu.zoom.us/j/95457850118>

It is required for this class – by “required” I mean that you are required to read it and understand the principles and concepts contained therein. It is written with questions for you to answer, kind of like a workbook.

Supplemental Material - YouTube Channel

There is a YouTube Channel dedicated to this course. The page is called SUU Econ 2500 and can be found here ([link](#)) and on Canvas. This channel has videos of lecture notes and other examples from this course. The numbering of the videos corresponds to chapter numbers in the textbook. I highly recommend utilizing this as the walkthroughs provide valuable step-by-step procedures for performing exercises like those on homework and exams.

Other Resources:

For Cedar City students, a link to the tutoring center with their hours will be provided. I also highly recommend study groups. TA’s information will be updated in this syllabus when he/she is hired.

Problem sets are to be turned in before the due date. PLEASE start early. To receive full credit for an assignment,

- Each question must be answered. This means that you do not have to answer it correctly, but at least make a full attempt. **If you fail to answer one question, you will receive a 0 on the entire assignment. I am serious about this policy.**
- If you answer each question, but fail to put forth a good effort, you may be docked additional points. For example,
 - Question: What is the right answer? Explain.
 - Answer: 12 (which is correct but you did not explain)
 - You will lose points.
- Each problem set needs to be submitted in a **word document or pdf**. Occasionally you may be required to attach an Excel document. It is recommended that you learn how to use equation editor within Word. Usually, when work is performed in Excel you will need to copy and paste the relevant portions into the Word file. Taking photos or poor-quality scans will lose points or count as a zero.
- Each assignment shows original work: no copying, no pasting, no submitting work done by anyone else. If this happens once you will receive a 0 on that problem set, if it happens twice you will receive a 0 on all problem sets.
- Late Work. Late assignments and quizzes will not be accepted. I encourage you to plan accordingly. I am willing to make exceptions under specific circumstances AND when notified beforehand and justified by official documents.¹⁴ Open communication with the professor is important.

¹⁴ For expectable events, such as jury duty, wedding and funeral, service notification, wedding announcement and obituary are acceptable documents. For personal health issues, recommendation letters for leave opened by licensed health care providers are acceptable documents. (No personal information of you should be revealed in this letter.) For unexpected emergency like car accidents, police reports can function as justification for your leave. Please inform me as soon as the event emerges so that we can plan ahead. Ex-ante notification for foreseeable events and prompt notification for unforeseeable emergencies to me are strongly encouraged. As instructor, I reserve the right to decline request for consideration if there is unreasonable latency in the report.

Each problem set will be graded based on these criteria. **Answers will be posted on Canvas on the day following the due date and it is up to each student to review their own assignment for correctness.** Students who do this on a regular basis tend to be those that perform the best in this course.

Timing: Grading of assignments, quizzes, and exams will normally be posted within one week of the due date. After the grade posting date, you have up to one week to appeal for grading issues. Requests to appeal grades beyond the period will not be accepted.

Quizzes will be administered through Canvas. They are designed to serve as intermediary measures of your mastery of the material. You may use notes and the book to complete the quizzes, but you may NOT use other people to answer the questions.

Exams:

There will be three exams in this course, each of equal weight and none of which are cumulative. These exams can be challenging. They may contain questions that you have already seen before in the textbook, problem sets, or quizzes. However, They may also contain questions that you have not seen before but are based on the concepts covered in the class (you are expected to apply what you learn to solve new problems, this is what matters in “higher” education).

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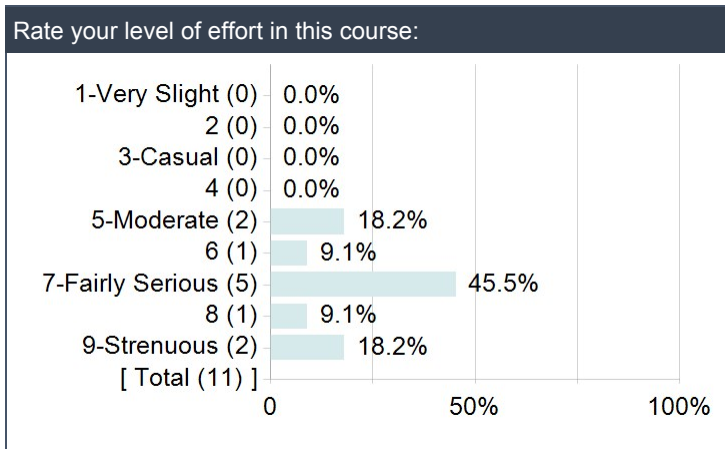
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Raters	Students
Responded	12
Invited	14
Response Ratio	85.7%

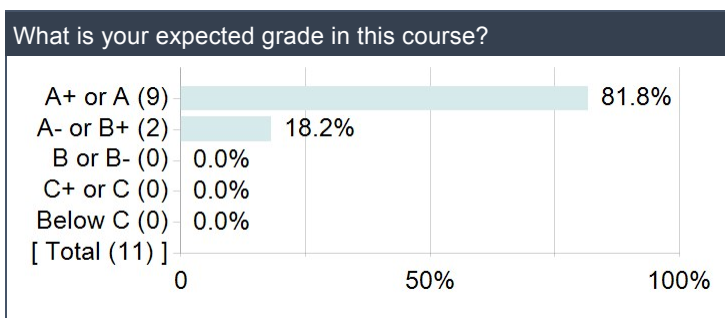
Course Evaluation Form

This form is intended to help instructors identify areas of strength and weakness in their teaching. Results are also utilized for the purpose of performance review. Please keep these objectives in mind as you provide your responses.

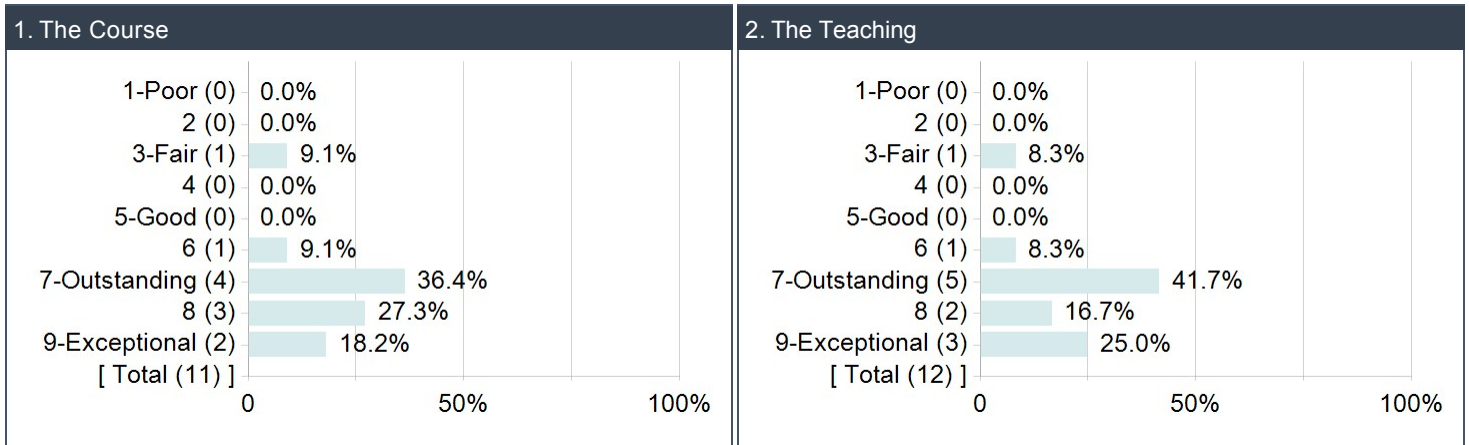
Rate your level of effort in this course:



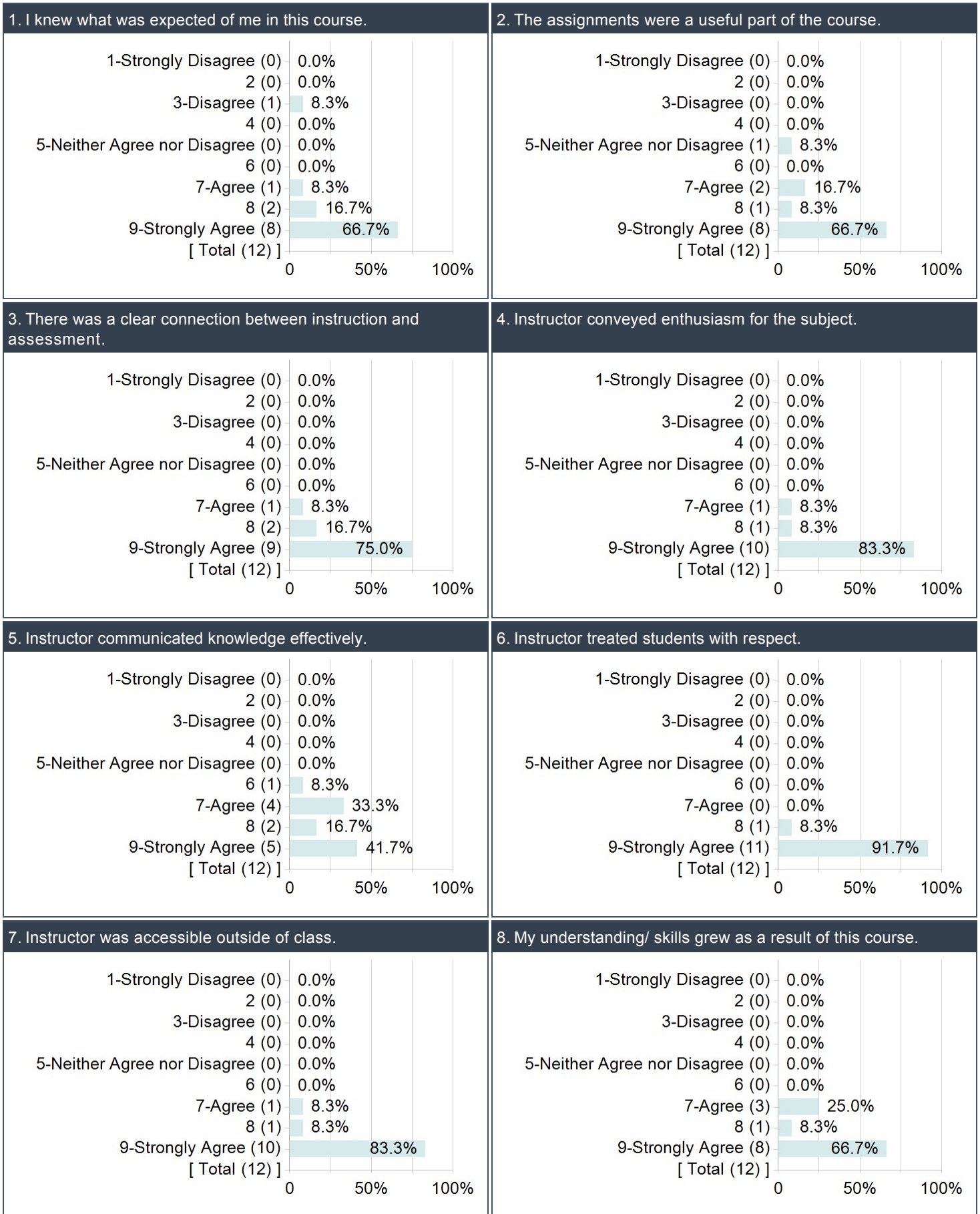
What is your expected grade in this course?



Please rate the overall quality of:



Please rate the course and the instructor on the following criteria:



Rate your level of effort in this course:

Question	Course				Class Size (Under 20)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
Rate your level of effort in this course:	11	7.00	1.34	7.00	5852	7.11	1.53	7.00	3343	7.09	1.41	7.00

What is your expected grade in this course?

Question	Course				Class Size (Under 20)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
What is your expected grade in this course?	11	1.18	0.40	1.00	4609	1.65	0.72	2.00	2863	1.73	0.70	2.00

Please rate the overall quality of:

Question	Course				Class Size (Under 20)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
The Course	11	7.18	1.66	7.00	5744	7.42	1.60	8.00	3332	7.27	1.60	7.00
The Teaching	12	7.25	1.66	7.00	5686	7.57	1.66	8.00	3295	7.41	1.70	8.00

Please rate the course and the instructor on the following criteria:

Question	Course				Class Size (Under 20)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
I knew what was expected of me in this course.	12	8.17	1.75	9.00	5847	7.84	1.45	8.00	3369	7.74	1.50	8.00
The assignments were a useful part of the course.	12	8.25	1.29	9.00	5562	7.92	1.41	8.00	3329	7.90	1.39	8.00
There was a												

Question	Course				Class Size (Under 20)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
clear connection between instruction and assessment.	12	8.67	0.65	9.00	5435	7.99	1.39	9.00	3296	7.91	1.44	8.00
Instructor conveyed enthusiasm for the subject.	12	8.75	0.62	9.00	5810	8.50	0.97	9.00	3353	8.44	1.02	9.00
Instructor communicated knowledge effectively.	12	7.92	1.08	8.00	5790	8.07	1.42	9.00	3354	7.95	1.49	9.00
Instructor treated students with respect.	12	8.92	0.29	9.00	5827	8.52	1.03	9.00	3355	8.50	1.00	9.00
Instructor was accessible outside of class.	12	8.75	0.62	9.00	5592	8.27	1.25	9.00	3301	8.25	1.25	9.00
My understanding/skills grew as a result of this course.	12	8.42	0.90	9.00	5796	8.20	1.27	9.00	3337	8.10	1.33	9.00

Please comment on the strengths and weaknesses of the course.

Comments
I thought that the course expectations were fair and reasonable and I always knew what was expected of me in this class. The course content was also very enriching.
I enjoyed how interdisciplinary this course was
This course was always very interesting, with material that was applicable to every day life. I really enjoyed learning about this specific type of economics.
Strong fundamentals that we reused again and again.
I liked that there was no pressure on the HW's it allowed me to learn at my pace. There was a good connection between the exam and the HW's and i liked that there was extra credit. The only issue I had was a slight lack of clarity on the literature review instructions
Good all around, clear lectures and discussions. Encouraged participation. Everything is posted online which is great before exams
The course material was very interesting and the book that we used was very helpful.
This course saw direct connection between class and assignments, but faulted on it's ability to apply to real world scenarios.
Very great introduction for someone not very knowledgeable about law. Covered a range of topics at a basic level to develop understanding. Good pacing of course.
A more clear instruction for final paper would have improved the course.

Please comment on the strengths and weaknesses of the teaching.

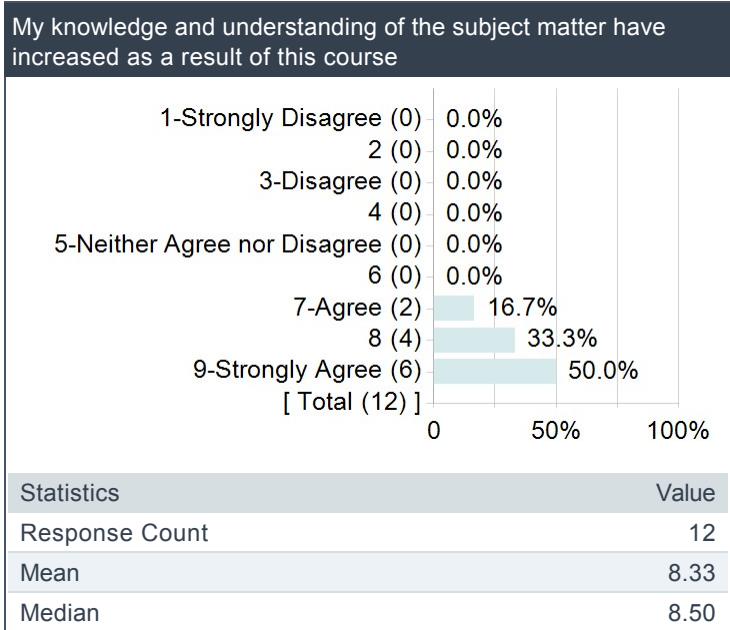
Comments
The strengths of the teaching was that the professor always took the time to answer students' questions and would thoroughly cover the material so that we wouldn't be confused. I think something the professor could work on is making his notes more clear.
Professor He was very available through email which I found very helpful and encouraged different opportunities for students of different learning styles which I really appreciated it
Professor He did an amazing job with both students and the material. He found ways to include interesting real life videos about law and economics, was always available for extra help, went above and beyond the expectations in terms of preparing us for assessments and the final paper
Lecture based is very efficient, went over the topics very cleanly. It blurred together towards the end, because I wasn't sure sometimes what really differentiated rules from each other since we essentially made similar comparisons until the end, but at least the answers always felt natural.
I think overall the teaching has been very clear and well connected to the HW's and the exam. Sometimes prof He does go a little fast in lectures though, especially when lecturing on FOC's in the contract breach area.
He is an exceptionally caring professor. He explains things clearly and is accessible for extra help, but more importantly he is supportive and kind which the students really needed this semester
I can't imagine this being a professor's first year at a new school, it is a very difficult time to adjust. I thought Professor He put in a lot of effort and was very understanding and was very eager to help outside of class. My only suggestion would be to change from notes to powerpoints, it's just a lot easier to look back at powerpoints than notes. Great job though!
The instructor conveyed enthusiasm and showed respect to students, but repeatedly taught the same subjects over and over again.
Very considerate of students, took time to listen and help. Outlined expectations clearly. Encouraged participation.
More in class exercises may have been helpful.

Do you have any other comments? Feel free to clarify the reasons for particular ratings above or comment on anything else not yet addressed.

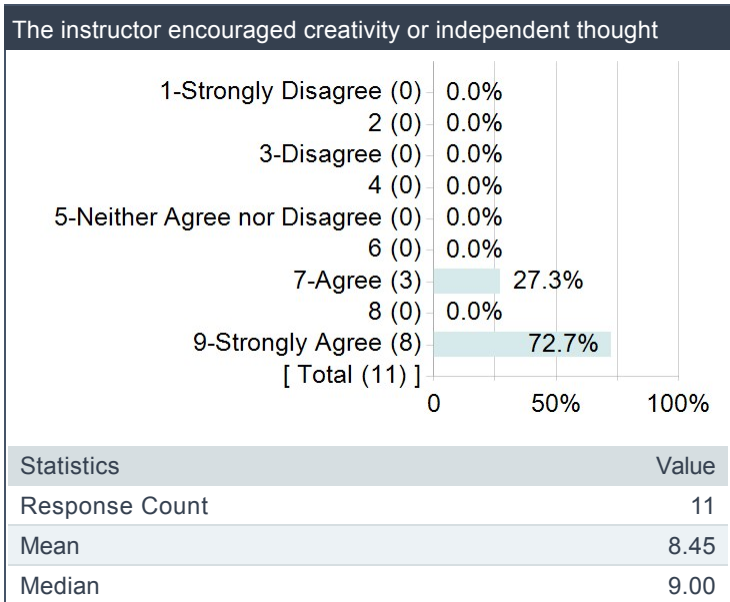
Comments
Good examples, don't need to be embarrassed about them, they are all interesting. Even if we don't know them directly, they are still understandable.
Professor. He was extremely hardworking given that it was his first time teaching at Wesleyan. He was well-organized and made time outside of class for students to quell their doubts.
No additional comments.

Instructor Selected Questions

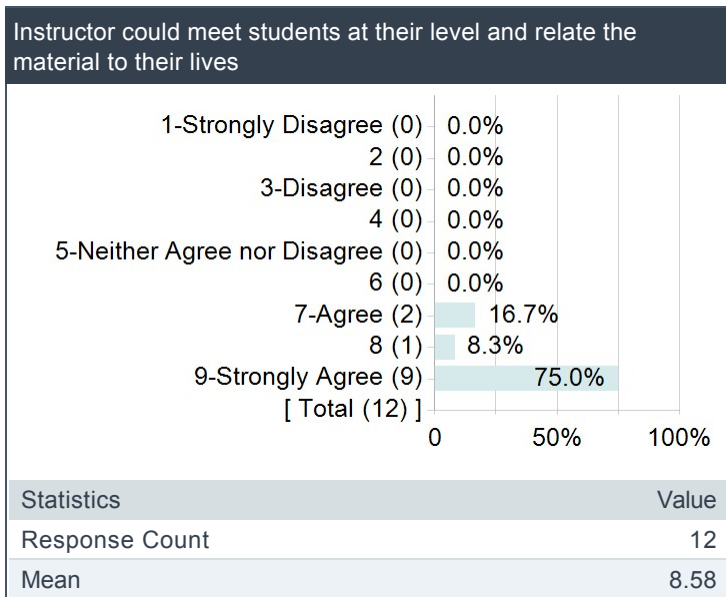
My knowledge and understanding of the subject matter have increased as a result of this course



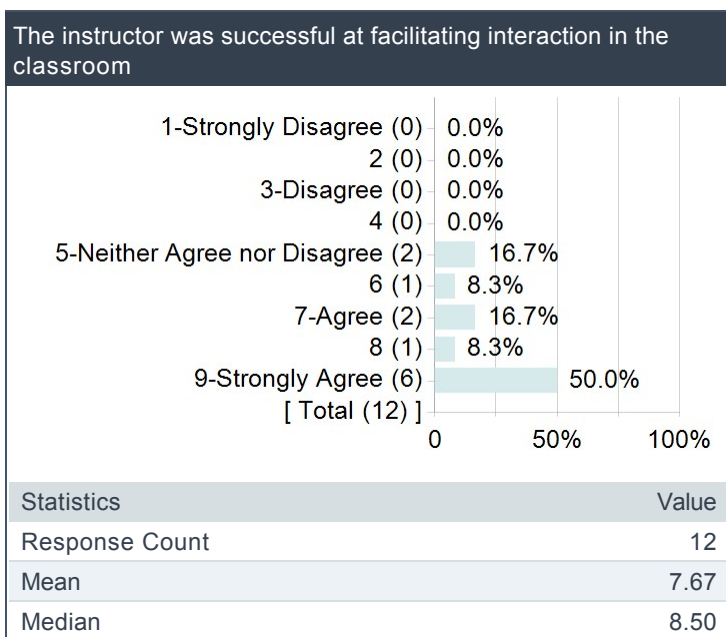
The instructor encouraged creativity or independent thought



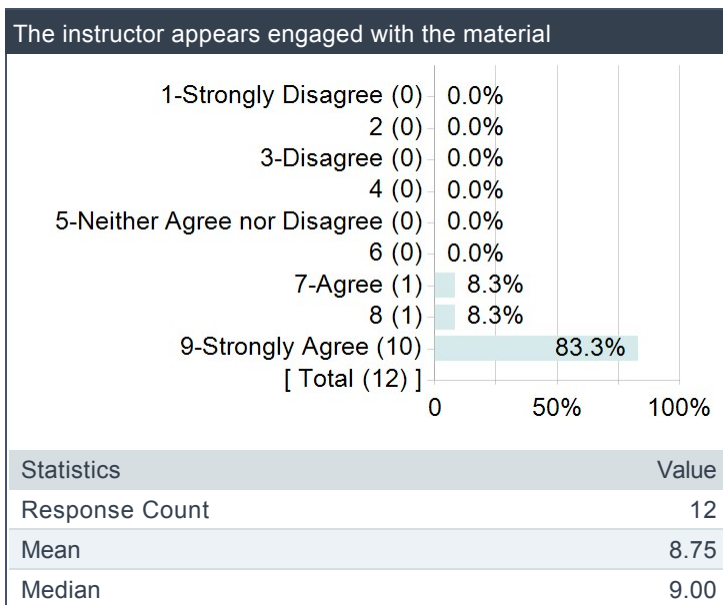
Instructor could meet students at their level and relate the material to their lives



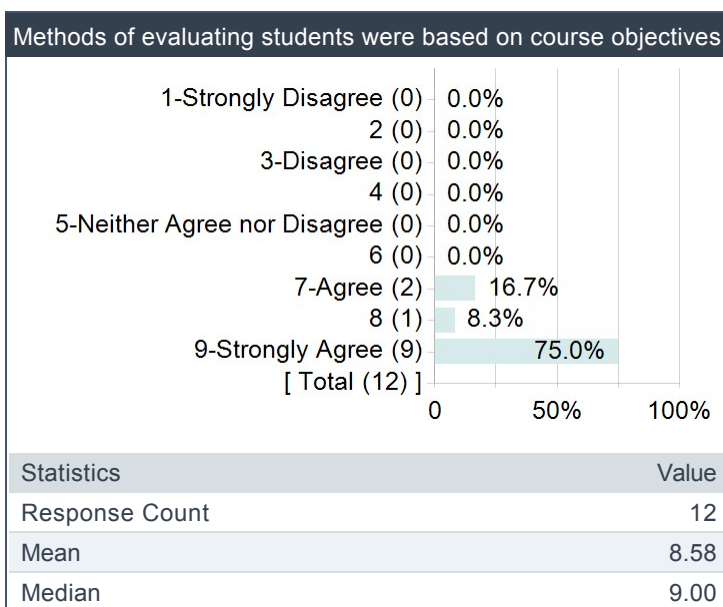
The instructor was successful at facilitating interaction in the classroom



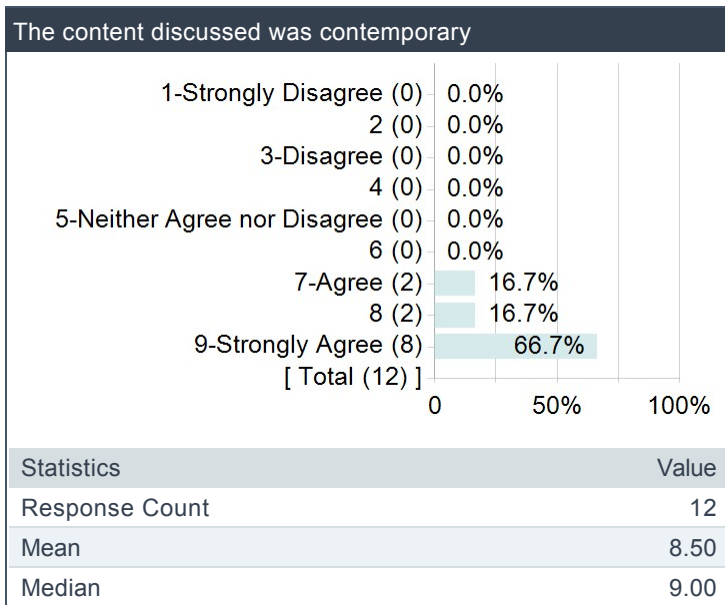
The instructor appears engaged with the material



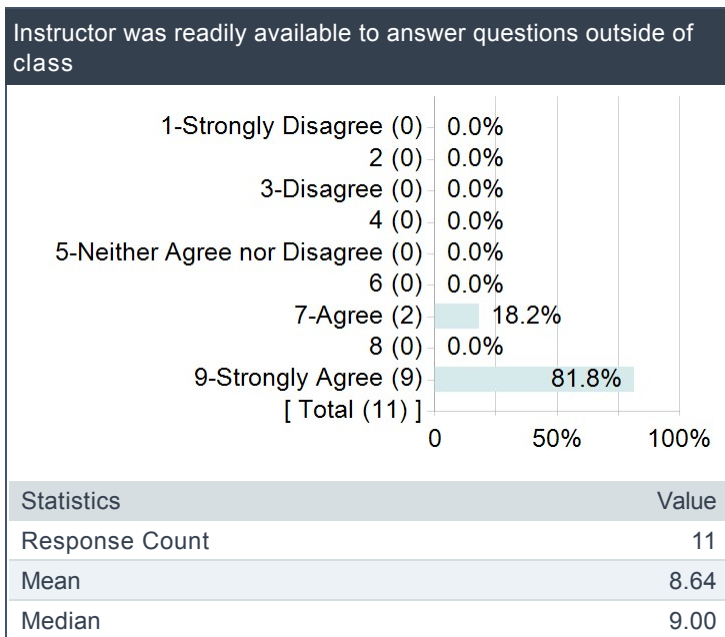
Methods of evaluating students were based on course objectives



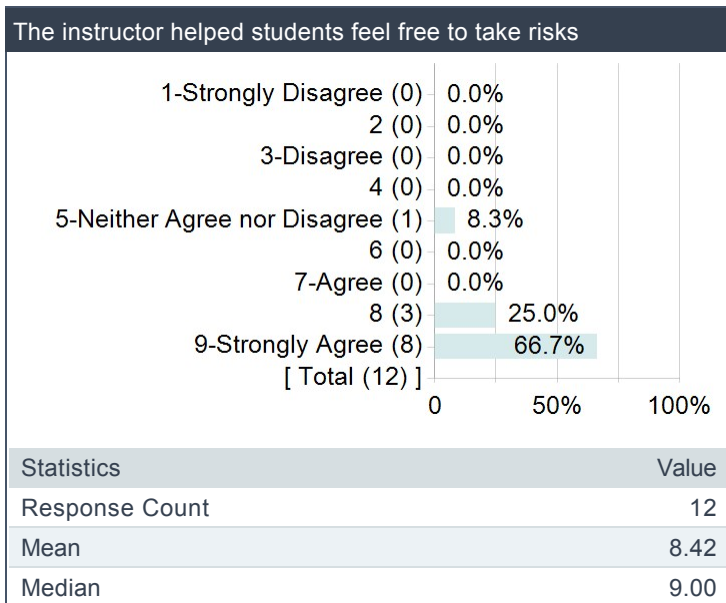
The content discussed was contemporary



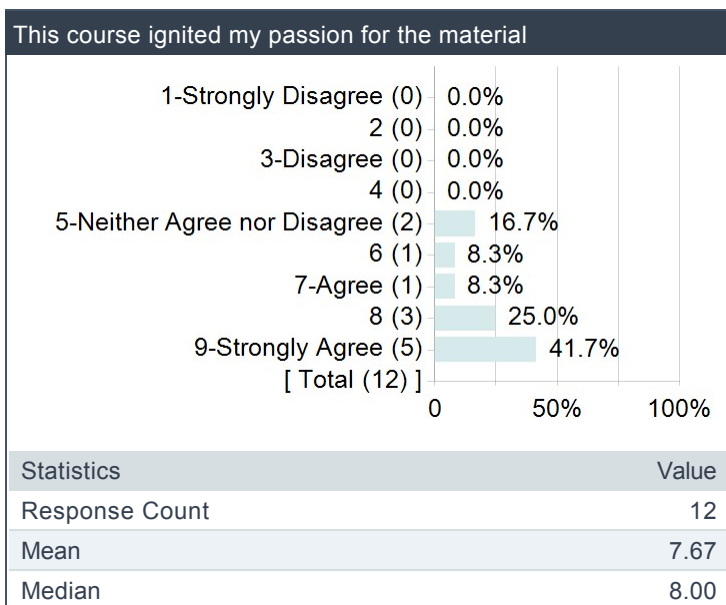
Instructor was readily available to answer questions outside of class



The instructor helped students feel free to take risks



This course ignited my passion for the material

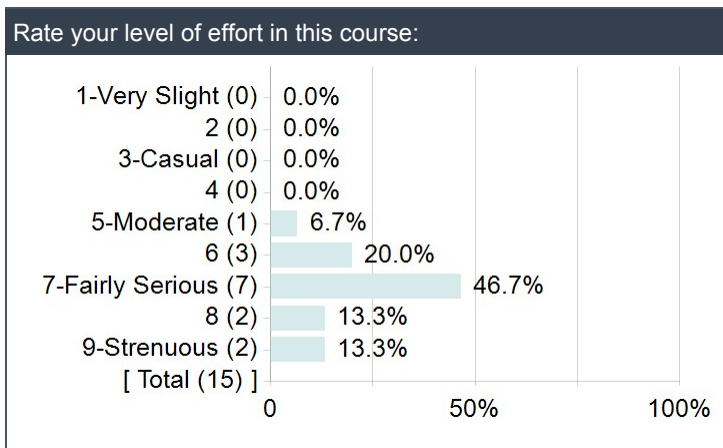


Raters	Students
Responded	15
Invited	16
Response Ratio	93.8%

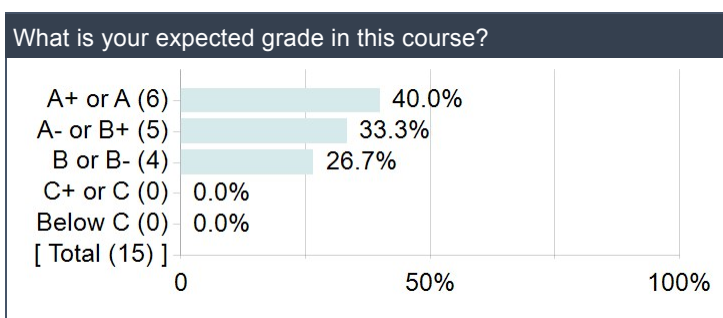
Course Evaluation Form

This form is intended to help instructors identify areas of strength and weakness in their teaching. Results are also utilized for the purpose of performance review. Please keep these objectives in mind as you provide your responses.

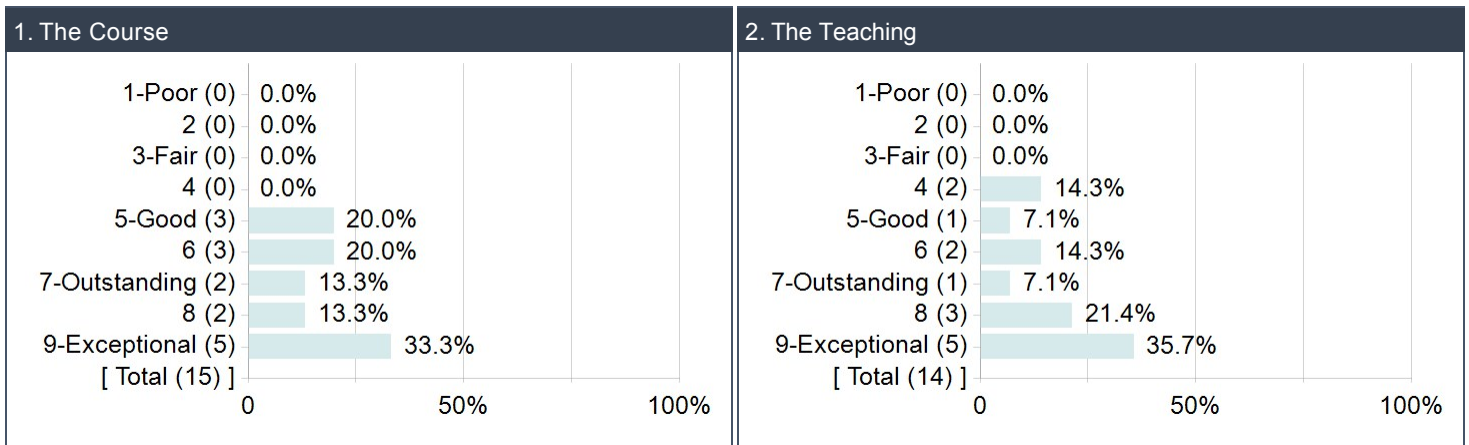
Rate your level of effort in this course:



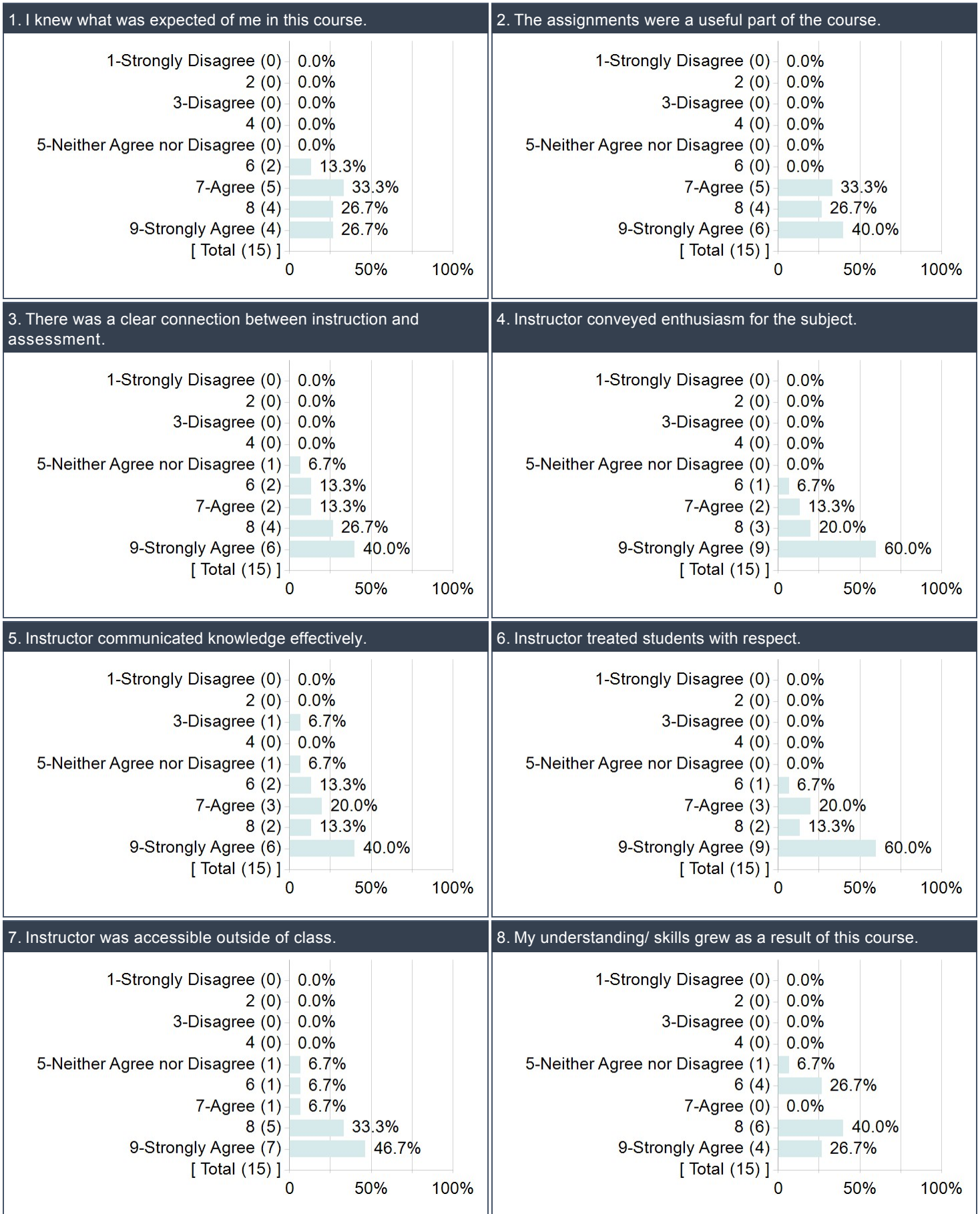
What is your expected grade in this course?



Please rate the overall quality of:



Please rate the course and the instructor on the following criteria:



Rate your level of effort in this course:

Question	Course				Class Size (Under 20)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
Rate your level of effort in this course:	15	7.07	1.10	7.00	6538	7.08	1.54	7.00	3651	6.99	1.46	7.00

What is your expected grade in this course?

Question	Course				Class Size (Under 20)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
What is your expected grade in this course?	15	1.87	0.83	2.00	5313	1.68	0.75	2.00	3233	1.77	0.74	2.00

Please rate the overall quality of:

Question	Course				Class Size (Under 20)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
The Course	15	7.20	1.61	7.00	6456	7.37	1.66	8.00	3653	7.13	1.69	7.00
The Teaching	14	7.21	1.89	8.00	6385	7.48	1.78	8.00	3603	7.26	1.85	8.00

Please rate the course and the instructor on the following criteria:

Question	Course				Class Size (Under 20)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
I knew what was expected of me in this course.	15	7.67	1.05	8.00	6559	7.78	1.54	8.00	3680	7.68	1.54	8.00
The assignments were a useful part of the course.	15	8.07	0.88	8.00	6260	7.86	1.48	8.00	3635	7.73	1.53	8.00
There was a												

Question	Course				Class Size (Under 20)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
clear connection between instruction and assessment.	15	7.80	1.32	8.00	6104	7.88	1.55	9.00	3585	7.77	1.59	8.00
Instructor conveyed enthusiasm for the subject.	15	8.33	0.98	9.00	6517	8.47	1.05	9.00	3661	8.37	1.13	9.00
Instructor communicated knowledge effectively.	15	7.40	1.80	8.00	6509	7.95	1.60	9.00	3666	7.80	1.69	9.00
Instructor treated students with respect.	15	8.27	1.03	9.00	6551	8.43	1.20	9.00	3669	8.37	1.27	9.00
Instructor was accessible outside of class.	15	8.07	1.22	8.00	6293	8.19	1.36	9.00	3589	8.14	1.33	9.00
My understanding/skills grew as a result of this course.	15	7.53	1.36	8.00	6517	8.18	1.35	9.00	3653	7.94	1.53	9.00

Please comment on the strengths and weaknesses of the course.

Comments
The course is a topics course, so we are practicing a skill and applying it to several topics within econ/law. It is well laid out.
Didn't like how he structured class
the topics are interesting
Really going in depth about a topic
Tailored and clear approach to the subject matter.
The course is very interesting and helped me learn more about law and econ.
This course is very interesting for anyone interested in the intersection between government/law and economics (saying this as a government/economics double major). I enjoyed the content and found it to be very practical knowledge for everyday life.
The attendance taking was inconsistent and hurt my grade a lot even though i only missed one class.
Great Professor, graded every assignment fairly. The only thing I would have liked was that he announced exam dates on the syllabus to prepare for the midterm in advance.
This course was a great link between economics and the legal field. It was really interesting to see economic models applied in a different way. The class was a refreshing change from other econ classes I've taken!
The subject is not the most interesting to me, but I was able to learn a bit.

Please comment on the strengths and weaknesses of the teaching.

Comments
Professor He is very enthusiastic and teaches the material very well. Homeworks and exams matched up with the material taught in class, which is excellent.
the professor delivers the lecture very deliberately, everything was clearly explained
Good visuals as well
Clear teaching, enjoyed taking the class.
Professor He is very accessible and very passionate. I loved his encouraging lectures and his encouragement of students to speak up and participate, even when they were wrong.
Professor He makes sure that every single person understands the content he is teaching during each lecture. He explains things slowly and methodically in a way that is very helpful and respectful for a 200 level economics class. He is also very kind and understanding o any issues or questions students may have.
Sometimes hard to follow
It was clear that Professor He has a lot of respect and care for his students. He was constantly checking in to make sure we were following what was going on and gave great explanations. Amazing teaching!
Professor He is very passionate about the subject.

Do you have any other comments? Feel free to clarify the reasons for particular ratings above or comment on anything else not yet addressed.

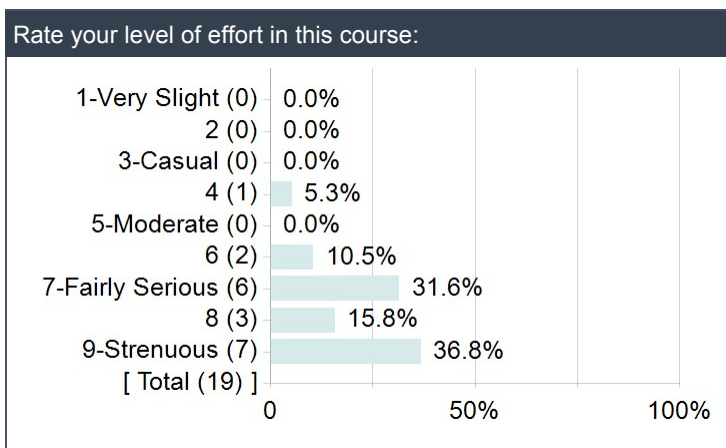
Comments
NA

Raters	Students
Responded	20
Invited	22
Response Ratio	90.9%

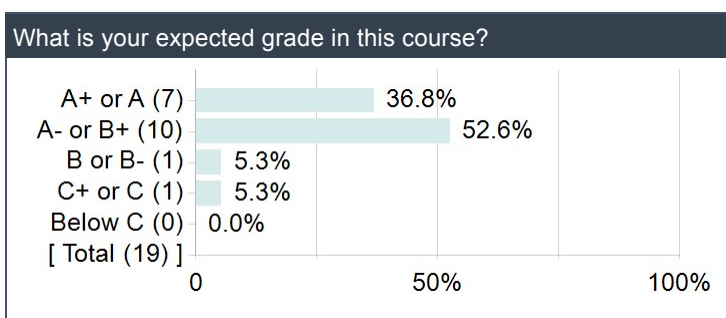
Course Evaluation Form

This form is intended to help instructors identify areas of strength and weakness in their teaching. Results are also utilized for the purpose of performance review. Please keep these objectives in mind as you provide your responses.

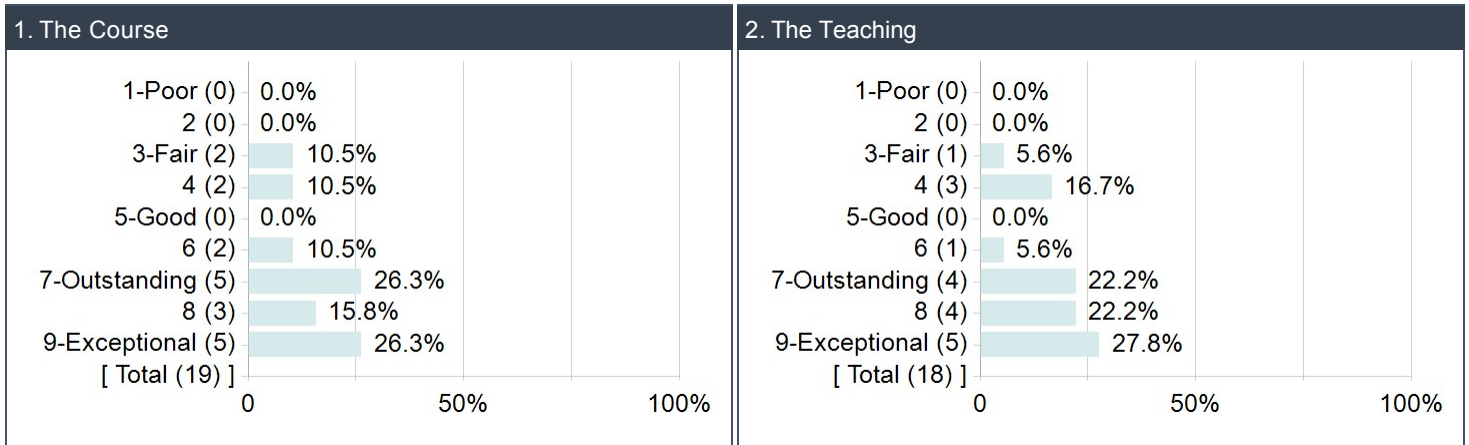
Rate your level of effort in this course:



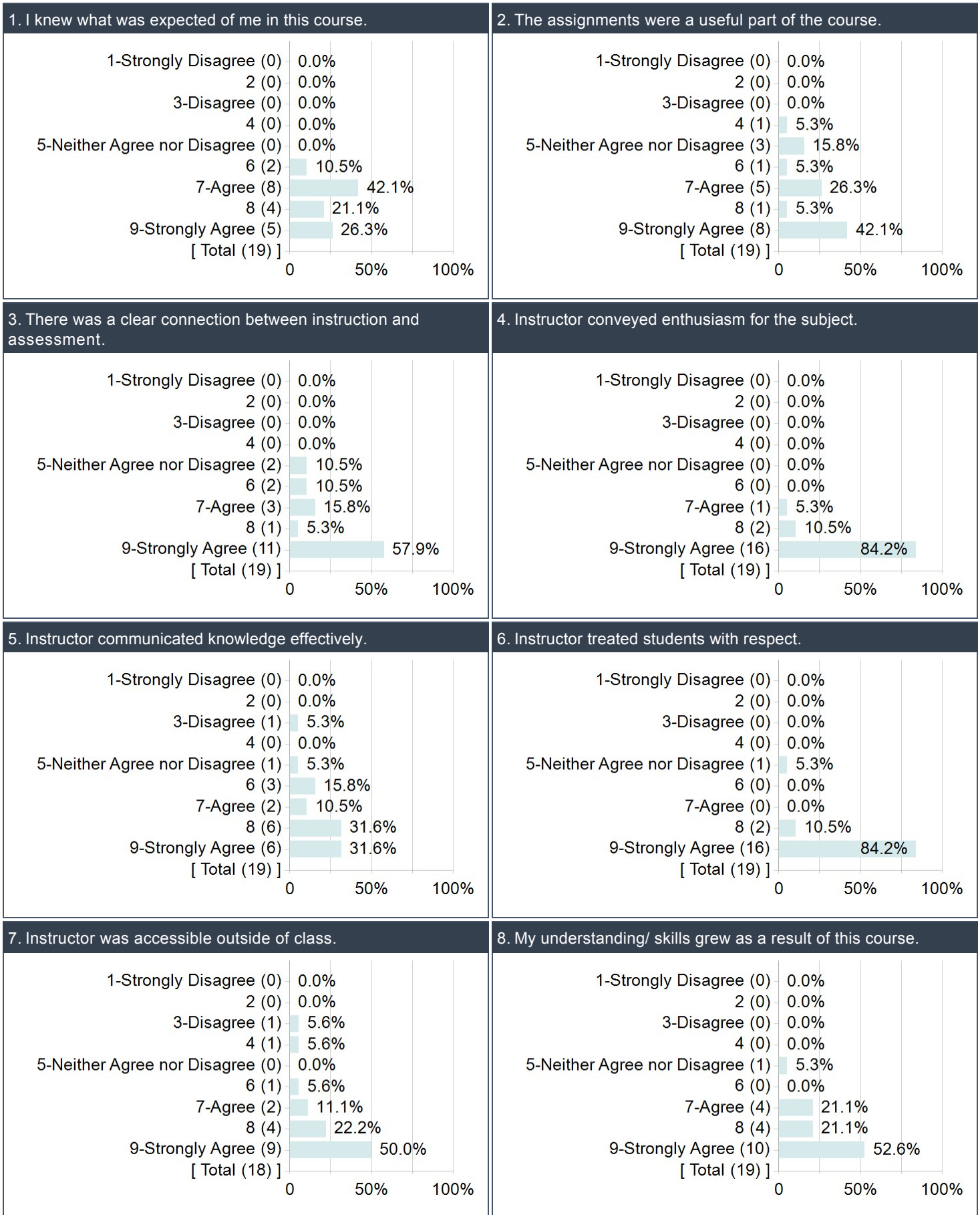
What is your expected grade in this course?



Please rate the overall quality of:



Please rate the course and the instructor on the following criteria:



Rate your level of effort in this course:

Question	Course				Class Size (20-49)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
Rate your level of effort in this course:	19	7.63	1.38	8.00	5214	6.89	1.58	7.00	3651	6.99	1.46	7.00

What is your expected grade in this course?

Question	Course				Class Size (20-49)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
What is your expected grade in this course?	19	1.79	0.79	2.00	4777	1.80	0.82	2.00	3233	1.77	0.74	2.00

Please rate the overall quality of:

Question	Course				Class Size (20-49)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
The Course	19	6.84	2.03	7.00	5238	6.98	1.73	7.00	3653	7.13	1.69	7.00
The Teaching	18	7.00	2.00	7.50	5140	7.12	1.87	7.00	3603	7.26	1.85	8.00

Please rate the course and the instructor on the following criteria:

Question	Course				Class Size (20-49)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
I knew what was expected of me in this course.	19	7.63	1.01	7.00	5258	7.70	1.57	8.00	3680	7.68	1.54	8.00
The assignments were a useful part of the course.	19	7.37	1.71	7.00	5194	7.68	1.58	8.00	3635	7.73	1.53	8.00
There was a												

Question	Course				Class Size (20-49)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
clear connection between instruction and assessment.	19	7.89	1.49	9.00	5164	7.73	1.64	8.00	3585	7.77	1.59	8.00
Instructor conveyed enthusiasm for the subject.	19	8.79	0.54	9.00	5230	8.29	1.20	9.00	3661	8.37	1.13	9.00
Instructor communicated knowledge effectively.	19	7.47	1.65	8.00	5229	7.71	1.73	8.00	3666	7.80	1.69	9.00
Instructor treated students with respect.	19	8.68	0.95	9.00	5227	8.36	1.24	9.00	3669	8.37	1.27	9.00
Instructor was accessible outside of class.	18	7.78	1.80	8.50	5077	8.06	1.42	9.00	3589	8.14	1.33	9.00
My understanding/skills grew as a result of this course.	19	8.16	1.12	9.00	5226	7.88	1.52	9.00	3653	7.94	1.53	9.00

Please comment on the strengths and weaknesses of the course.

Comments
I learned a lot.
Very well taught course and very interesting and applicable material. Textbook is very easy to understand and applies very well to the course.
The course was very well designed and Professor He progressed the course very well from unit to unit.
Very interesting course with very useful information and problem sets outside of class time
It is a new class so it was a bit unorganized... Often I was confused about the scope of what I was learning
Good course but was tough when it came to understanding the math side of it. Sometimes felt more about math than about sports but thats how its advertised during pre registration anyway.
Strengths: Some of the material was a bit difficult to understand in a mathematical sense, but when you actually considered the concepts working behind the math, it became far easier to understand Weaknesses: Some of the math appears to be a bit difficult to convey at a 200 level for some of my peers
Professor He uses a lot of real-world examples to drive home economic principles in his students. Also, he makes the class interesting every session to engage his students. Finally, while the course can be math-intensive, he makes the math easy to understand for students that don't have strong math skills.
This course did a great job of communicating knowledge about the link between sports and economics effectively. It provided clear understanding of how different economic models applied to sports situations.
Professor He is very passionate about the subject and his energy is definitely infectious. I wish that there was more support outside of class.
Super interesting material covered at a good pace
The course brought up economic topics I had yet to discuss in my time at Wesleyan, however, the application of calculus and math made it quite difficult.
The course was different from other courses offered before and was very applicable to fields I am looking to go into for my career. It added an interesting perspective to economics which hasn't been offered in the past.

Please comment on the strengths and weaknesses of the teaching.

Comments
Very good and passionate professor.
Professor He is a phenomenal instructor and always has a great classroom environment. He treats everyone with the utmost respect and cares deeply for the learning of his students. This is my second class with him and I look forward to my next course with him as an instructor.
Professor He deeply cares for his students and emphasizes every point to make sure students understand the material.
Strengths: made a lot of relatable connections to real life while instructing
He is a great person. He loves teaching and it is clear in the way he interacts with his students. He struggles at passing information to the students... Partly because of the info that is lost when he speaks due to his heavy Chinese accent.
Teacher was very thoughtful and understanding of students who did not have a strong grasp of derivatives in his course and was easily accessible when help was needed.
Strengths: Good notes, class notes follow chronologically with the textbook notes. Also, the textbook notes are kind of vague but professor He does a great job of clarifying the in-between steps. Weaknesses: Sometimes topics seem very abstract
This course is my second course with Professor He, and one thing I've noticed is that he cares immensely about his students and always makes sure that everyone is following along in the coursework. He is also very available for his students and hosts office hours to address his students' needs.
Professor He communicated passion on the topic each week. He was unafraid to express his love for F1 and basketball especially, referring to them often. These analogies were the best parts of the teaching. To me, the weaknesses in the teaching were the over-reliance on derivatives and maximization problems. At times this class felt more like ECON301 for that reason. More time should have been spent on the actual application of the models rather than the math.
I enjoyed the teaching.
Good, patient communicator
Professor was extremely respectful to each and every student and it made the class experience that much better.
Professor He expressed a lot of interest in the topic, which made it exciting to learn the material. His passion for the topic helped as he was able to explain topics in detail.

Do you have any other comments? Feel free to clarify the reasons for particular ratings above or comment on anything else not yet addressed.

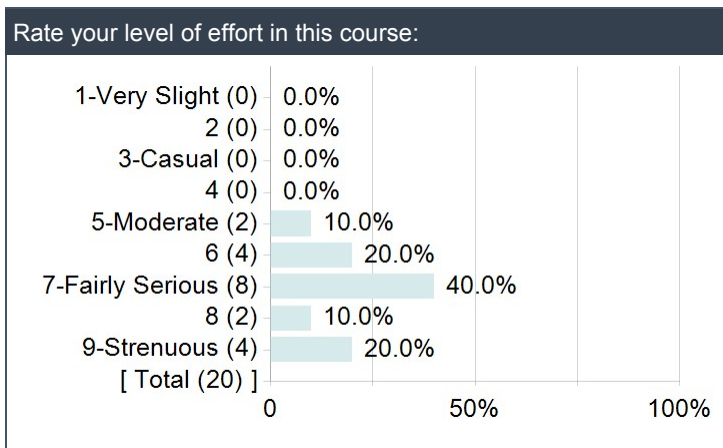
Comments
Professor He is a great professor and a tireless worker whose passion for economics is unparalleled.
Thank you, Professor He!
No further comments.
It was a new course this semester, so a bit unclear on expectations and what is or isn't appropriate for class level.

Raters	Students
Responded	20
Invited	23
Response Ratio	87.0%

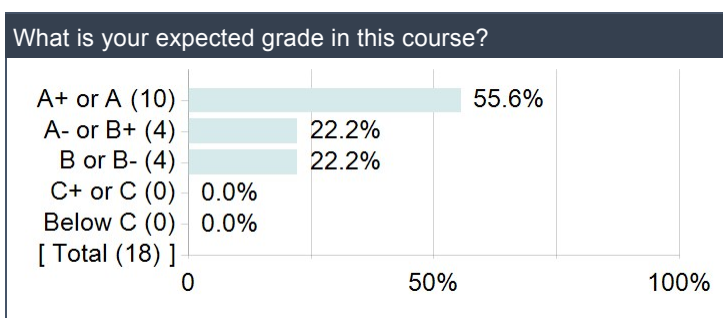
Course Evaluation Form

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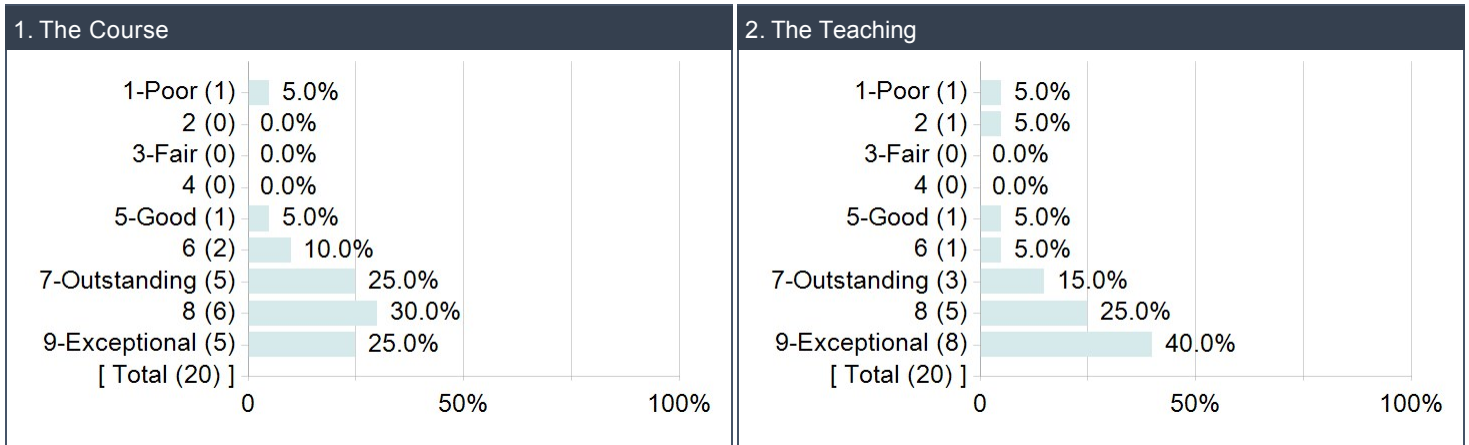
Rate your level of effort in this course:



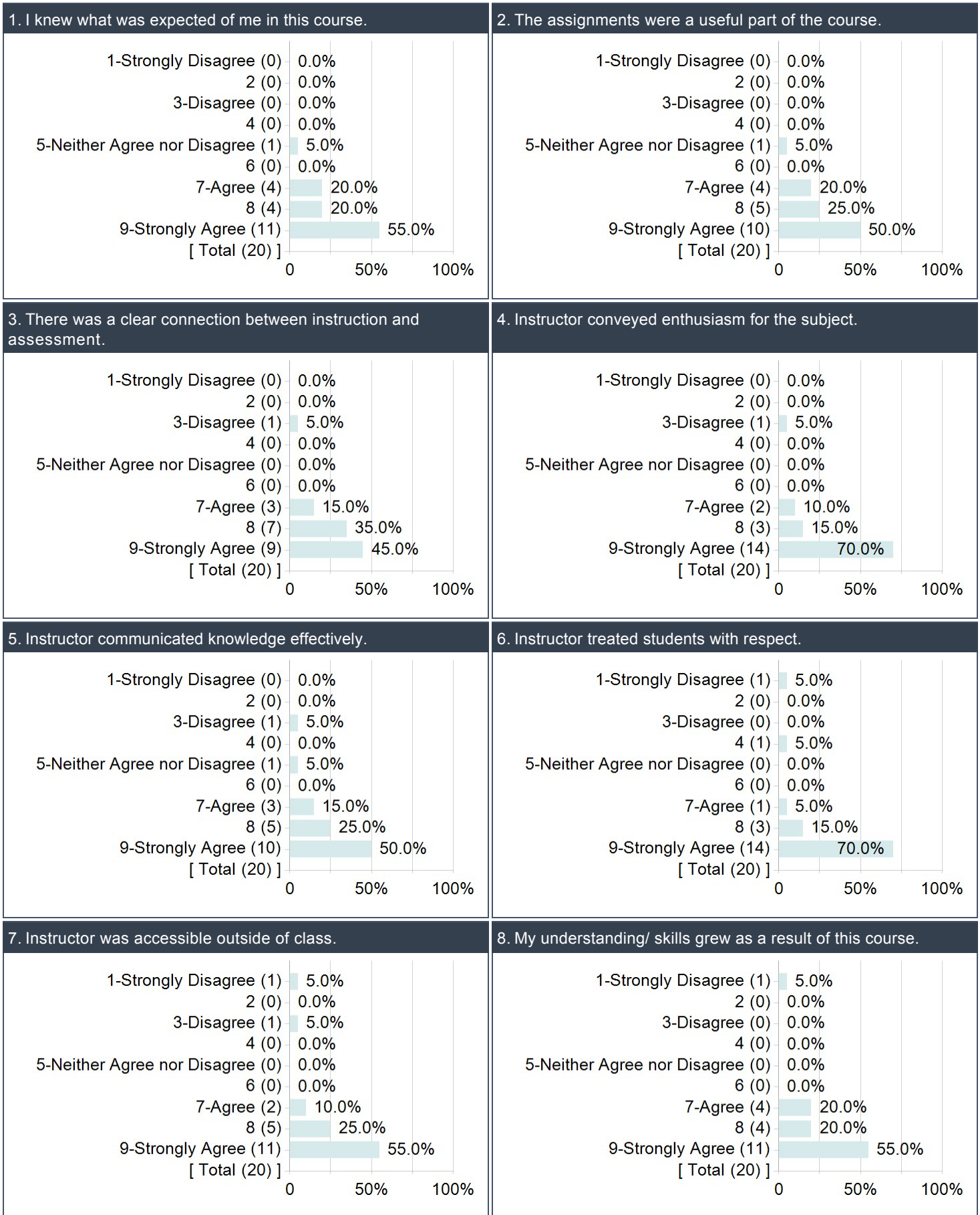
What is your expected grade in this course?



Please rate the overall quality of:



Please rate the course and the instructor on the following criteria:



Rate your level of effort in this course:

Question	Course				Class Size (20-49)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
Rate your level of effort in this course:	20	7.10	1.25	7.00	3244	6.85	1.63	7.00	3109	7.04	1.45	7.00

What is your expected grade in this course?

Question	Course				Class Size (20-49)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
What is your expected grade in this course?	18	1.67	0.84	1.00	2743	1.74	0.78	2.00	2605	1.63	0.68	2.00

Please rate the overall quality of:

Question	Course				Class Size (20-49)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
The Course	20	7.30	1.87	8.00	3264	7.00	1.65	7.00	3085	7.28	1.62	7.00
The Teaching	20	7.35	2.30	8.00	3196	7.08	1.80	7.00	3063	7.41	1.70	8.00

Please rate the course and the instructor on the following criteria:

Question	Course				Class Size (20-49)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
I knew what was expected of me in this course.	20	8.20	1.11	9.00	3279	7.70	1.50	8.00	3117	7.84	1.44	8.00
The assignments were a useful part of the course.	20	8.15	1.09	8.50	3206	7.73	1.47	8.00	3073	7.91	1.38	8.00
There was a												

Question	Course				Class Size (20-49)				Division of Course (2)			
	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median	Response Count	Mean	Standard Deviation	Median
clear connection between instruction and assessment.	20	8.05	1.39	8.00	3197	7.74	1.58	8.00	3049	7.95	1.43	9.00
Instructor conveyed enthusiasm for the subject.	20	8.35	1.42	9.00	3257	8.29	1.14	9.00	3108	8.42	1.09	9.00
Instructor communicated knowledge effectively.	20	7.95	1.57	8.50	3253	7.74	1.62	8.00	3108	8.01	1.45	9.00
Instructor treated students with respect.	20	8.10	2.05	9.00	3267	8.40	1.13	9.00	3111	8.48	1.05	9.00
Instructor was accessible outside of class.	20	7.85	2.13	9.00	3155	8.07	1.39	9.00	3031	8.22	1.30	9.00
My understanding/skills grew as a result of this course.	20	8.00	1.84	9.00	3242	7.89	1.50	8.00	3080	8.12	1.36	9.00

Please comment on the strengths and weaknesses of the course.

Comments
Professor He did a great job of structuring the course, even in an online format. We progressed from the most simple material to the most challenging material in a format that gave me a much greater ability to understand and comprehend the more challenging material. Additionally, assignments were incredibly useful for understanding the material and gave a great insight into what was needed to be understood for the assessments. Further, the Cengage platform Professor He used for the course was a fantastic complement for the course with its textbook reading and exercises that further reinforced the material.
The course pushed the limits of my understanding of economics. It was a difficult course given the high level of economic and mathematical knowledge required.
This course has challenging material but important theories and concepts. Good, useful, and applicable material for ECON majors
Course is strong for causal inference, but also confusing because there are so many models.
The only weaknesses I found with this course were the consistent dry mathematical proofs in the first half of the course. Although necessary, it became difficult at times to keep up with the concepts on top of the proofs as a result. However, more STATA examples and real life models were used in the second half of the course, making it much easier to understand how to set up the models we learned and how to interpret them correctly. Homeworks were fair and helpful and office hours were beneficial as well.
The course was a unique structure, attempting to quickly cover all the general concepts and theory for the course in just over half the semester in order to be able to focus more on applications of the theory in the second half of the semester. I enjoyed the quick pace of the course, every lecture had clear purpose and direction, and we were able to cover plenty of material quickly, allowing for a more personalized course at the end, where the subject matter was selected specifically from our research topics. I enjoyed this style as well because I find many research papers in economics courses have to be put off till the very end because we the students do not learn enough of the material to proceed with the research until the very end of the semester. However, with this course setup, just over halfway through the semester I already had a strong idea of how my research and analysis was going to take place, and the rest of the semester just included small adjustments that I could make to improve my research.
I am a math major and that means this course should have built on my already very strong statistical knowledge and teach me how to apply it to Econ but it did not. I am left with the same knowledge from my econ 300 class and this is the fault of the teaching and the assessment structure. I love this topic and I dreaded this course not because it was hard but because I didn't learn anything. I am leaving this semester annoyed that I wasted so much time on this course with no reward and likely a subpar grade given the strange grading structure despite my knowledge and effort.
The course covers a lot of stuff in econometrics. However, if there is one thing I think prof. could do is to have two exams for the whole course. That is, one exam for the first half-semester, and the other for the second half-semester. When I talked to some of my classmates, some of them feel that without having the exam for the second half-semester, they are not learning that hard and did not pay a lot of attention to the advanced econometric methods covered during the second half-semester.
The course was well structured and all techniques were taught in an organized manner. It was easy to build upon prior knowledge and expand on it.
The course settings prepare us many useful tools of econometrics for further economic study. The knowledge on stata is helpful.
Strengths: this course covers a lot of interesting and useful topics.
Weakness: no weakness in the design of the course
Professor He is an excellent lecturer and makes every effort to encourage student participation and ensure understanding. He uses real-world examples to make the data more interesting and has created a top-tier course, one of my favorites at Wesleyan.
Good overall.
Excellent course

Please comment on the strengths and weaknesses of the teaching.

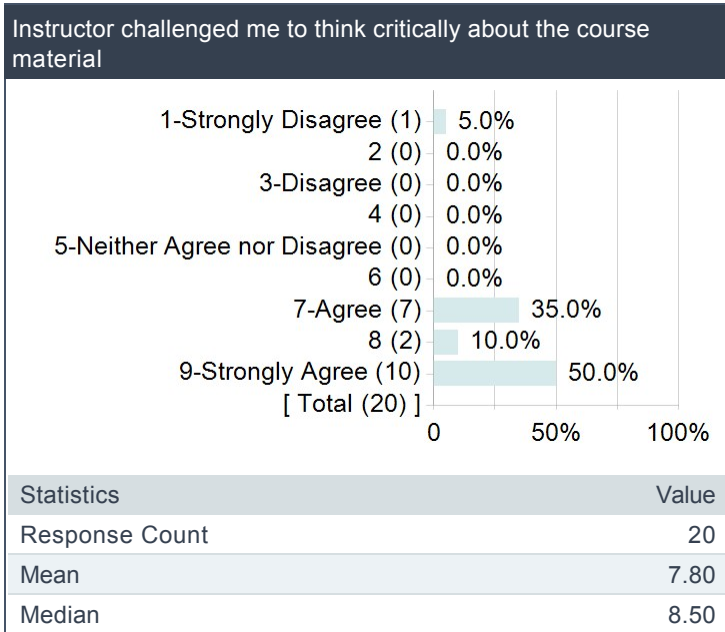
Comments
Professor He deeply cares about his students and that they are understanding the material. It is obvious in class that this is true. He also is very passionate about the material, making the class much more engaging. He was always available when I desired to discuss my research paper or understand any of the material from the course. Lastly, Professor He wonderfully used real-world examples and examples from our research papers to explain the concepts in class that would be assessed.
Professor He did a very good job of explaining very difficult math and economic concepts. He did a great job of assisting students individually and giving personal examples while in class that made the subject easier to understand. I would gladly take another course with him again.
Professor He was amazing this semester. He cared about each and every one of his students. Was flexible, wanted to help, and made the material digestible and relatable for as difficult as the topics were. He was a great addition to the ECON department this year and it would be a shame if he was not considered for tenure
The teaching is funny and interesting, but not all examples are inherently helpful (the professor tried some examples with anime and some with sports, but sometimes the example may require even more understanding to see what the person in the anime or in the sport did in the first place). I think normal examples first will at least set the foundation for the understanding, if the fun examples are going to stay.
Professor He poured his heart and soul into teaching this course, and it showed. He was dedicated to providing any help and any resources he could for the students, and it really allowed me to learn the material properly and without stress seeing as he was available for office hours if need be. He was very friendly in office hours and class as well. I also LOVED his use of sports examples throughout the class, and it is clear that he knows what he is talking about both with the topics in econometrics and the examples he uses from law and economics and sports economics. He would be perfect for teaching a sports economics course next year.
The professor was very organized and thorough in his lectures. He did well to present theoretical topics in a logical and concise manner that made complex topics understandable. Further, he made effort to incorporate student interests in his teachings, especially during the latter part of the semester, when he focused on catering the subject to specific concepts that would come up in our research. I thought that was a unique method that no other professor had done throughout my time here at Wesleyan. Lastly the professor was always quick to respond to any emails or questions and was flexible with meeting outside of office hours to accommodate my schedule.
He tried... zoom is hard... but I learned nothing and I tried very hard to learn but there was much too much use of the textbook that was ineffective and not enough of a structure in lecturing. I never knew what was expected of me in terms of effort, participation, and what knowledge I should be accumulating on a weekly basis. also, he was full of excuses, never accessible in class and rude by email. I would tell friends to stay away from this professor.
Prof.He is one of the most caring and responsible professors at Wesleyan. He conveys the material effectively and always think about things from students' perspective. Plus, he is really humble and always wants to do better for the students, so he usually wants us to give him some comments. Accordingly, he will adjust his plan to cater to the students' needs and meet the expectations of the students. Also, he is really passionate about the material, so he always brainstorms with students and develops students' critical thinking. I always feel the chemistry in the class is a great part. The discussion led by him usually facilitates students' deep thoughts and this really helps me deepen my understanding.
The teaching was pretty clear throughout the course. I thought that using students' research projects as examples during the course helped us understand how to apply statistical tools into actual research. However, there was a pretty big imbalance in which students' research was being used as examples.
Professor He is very kind and helpful in sharing his knowledge with us. The examples he raised illustrate the course knowledge well. His office hour is also very informative. The teaching quality is good.
Strengths: Professor He tried really hard to explain difficult ideas of Econometrics and his homework problems are well-designed.
Weakness: I think Professor He is not good at teaching and sometimes he can't explain things well.
Professor He is comfortably the best lecturer I've experienced here and has made a difficult subject very digestible and easy to understand. I cannot think of anything I would change in his course. His teaching has been exceptional
Instructor treated students with respect, and the course is engaging. However, it would be more friendly if fewer examples about basketball....I really know nothing about basketball. It was fun to hear about it though.
Somewhat distant and unapproachable

Do you have any other comments? Feel free to clarify the reasons for particular ratings above or comment on anything else not yet addressed.

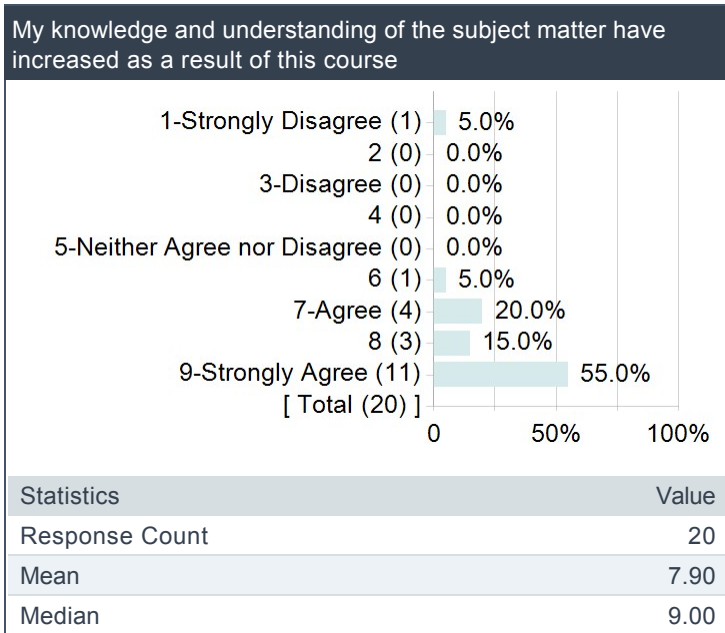
Comments
Professor He is an incredibly kind man who cares very much about economics. He also loves teaching and cares about every single student in his class.
Let Professor He teach Sports Economics! He definitely knows what he is talking about, and the class itself would be SUPER interesting and a big hit at Wesleyan. He demonstrates so much passion towards the things he teaches, and dedication to helping his students learn and improve. He deserves to teach whatever classes he wants at this school for a long time.
Professor He is likely my favorite Professor I have had during my time here. As he is a visiting professor, I cannot recommend him to the university enough.
None

Instructor Selected Questions

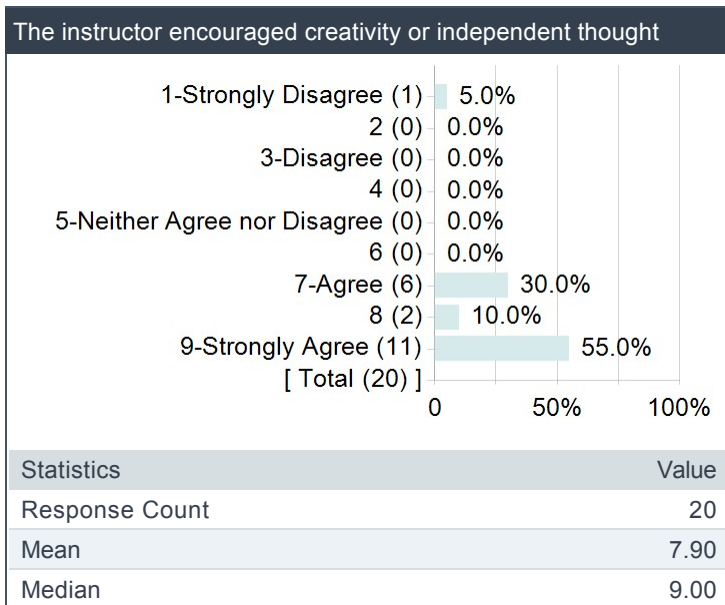
Instructor challenged me to think critically about the course material



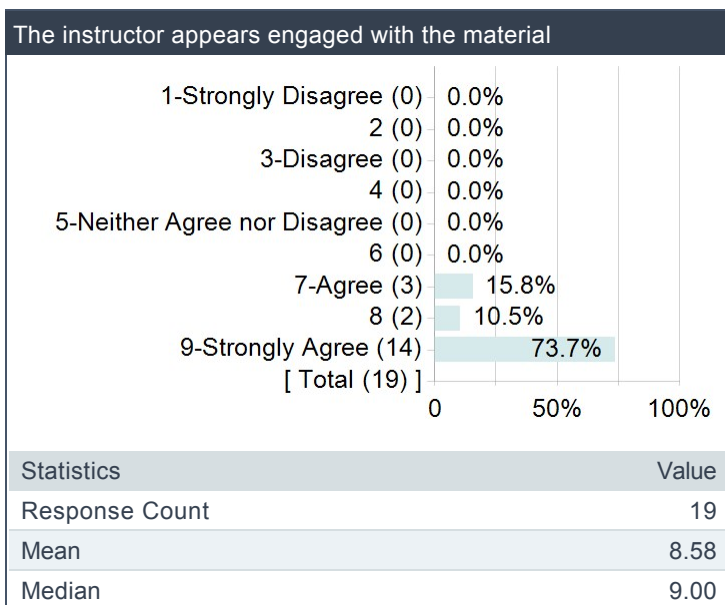
My knowledge and understanding of the subject matter have increased as a result of this course



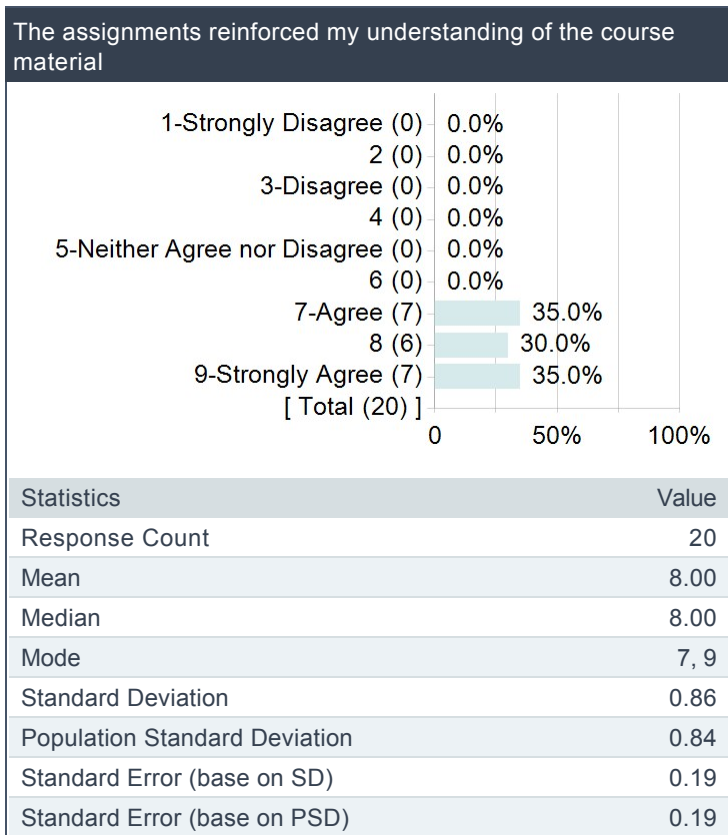
The instructor encouraged creativity or independent thought



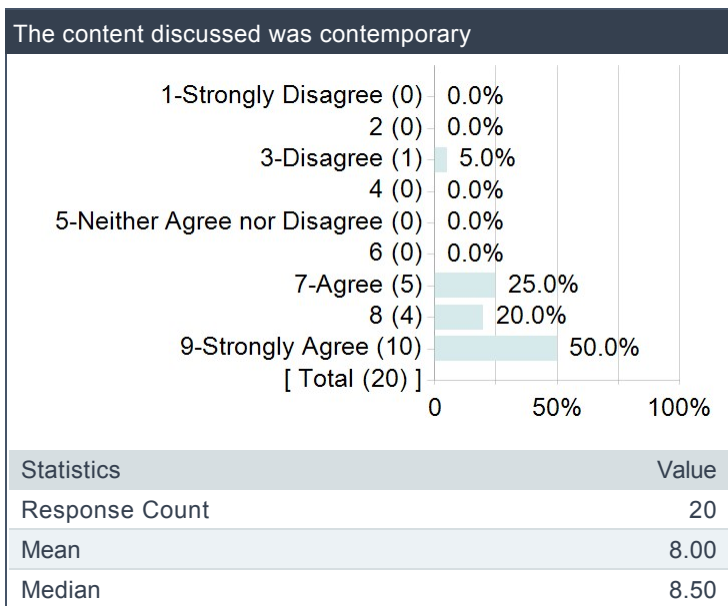
The instructor appears engaged with the material



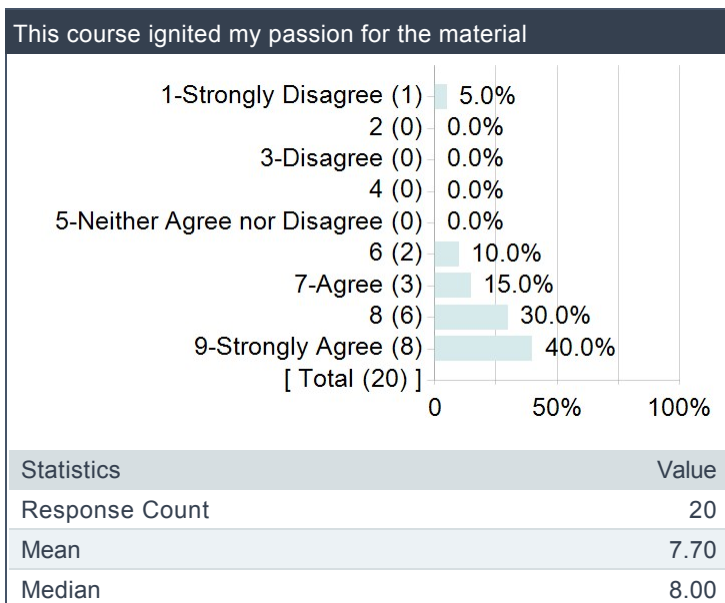
The assignments reinforced my understanding of the course material



The content discussed was contemporary



This course ignited my passion for the material



How did you grow intellectually as a result of this particular course?

Comments
I believe I've grown in thinking about causality, not just correlation and association. Beyond just the methods, the ways in which a social scientist displays causality is where I grew intellectually through this course.
I grew in my understanding of the overlap between math and economics.
I learned how to create narratives and explain why we need to justify controls for our models.
I struggled with the content in this course but I don't think it is because of the professor's teaching. I did my best to remember the different scenarios and the reasons, strengths, and weaknesses of each of the causal models.
My causal inference brainstorming skills grew more in this course than in any others.
Although I've had much experience with statistical courses at Wesleyan prior to this course, Econometrics allowed me to take a deep dive into different causal inference models (some of which I had no prior knowledge of). I now feel so much more like an expert in statistical methods than I did before this course, and am confident that I can interpret most statistical models easily and check the assumptions well.
I thought this was the first course I had taken that really pushed me to think critically about research and go beyond basic analysis in order to gain more from the research, specifically when trying to create causal inferences.
No
I think more important than the material itself is Prof.He really helps me to think critically and creatively. The material is definitely an important part; however, what benefits me more is during office hours, we brainstorm a lot. This is how he helps me come up with my topic for the research. He is so careful and patient and he has a great passion for teaching, helping students, and refining our ideas.
The course allowed me to learn about different types of empirical research topics and which statistical tools can be used for different types of research and different areas of economics.
I learned to relate actual problem into models, and learned related knowledge to deal with issues that might occur to the data (e.g. reverse causation, omitted variable bias).
I learned Econometric tools and my skills in STATA have grown as well.
This course has been incredibly interesting as it explains many of the statistical methods seen in previous classes through papers that were never explained. To now understand most of these methods to some degree makes the task of reading economics papers much less daunting.
with more knowledge

How do you feel about this topic as a result of taking this class?

Comments
I greatly enjoyed this topic as a result of taking this class. I have not decided, but it is quite possible that I use these methods to write a thesis next year.
I feel as if this topic has many real world applications.
I feel much more confident in my understanding and mastery of Econometrics where before this class I felt uneasy and scared of this field.
I am honestly still not confident. Although I am mostly comfortable with executing the models themselves, I know I have to try to keep memorizing the reasons and which one intuitively will fit the data.
I am encouraged to bring the discipline of the econometric progression in determining a causal relationship to my future research and analyses.
I am very invested in using my Econometrics knowledge in my future career. It aligns with the type of work I intend to do beyond college, and so for that reason it has been one of the most helpful courses I've taken at this school.
I feel strong about econometrics now. I understand the core principals of what it takes to analyze and assess causal relationships and the limitations of the research if not done properly.
Like my knowledge is the same after 300 and it needed to grow given I am writing a thesis. I feel behind in the major and like I wasted one of my credits and a lot of my time on a class that has offered me functionally nothing.
I learned so much! I believe the material and methods I've learned from this class will not only benefit the future econ classes I'll take at Wesleyan, but also benefit my whole career.
I feel strongly passionate about the material taught in the class, and Prof. He worked very hard to ensure that the passion was maintained and strengthened throughout the semester.
I feel better equipped with knowledge on econometrics, and I am more prepared to apply them on further economic research.
I feel it gets more interesting but well-unraveled.
This class has greatly increased my attitude towards econometrics. I was nervous entering this class as I had heard it was a difficult subject but the lecturing and out-of-class assignments have done an incredible job breaking it down into something very useful, manageable, and easy to understand.
more enthusiastic

Comment on one important thing you learned during this course

Comments
The most important thing I have learned during this course is how to write a strong argument depicting causality in the social sciences. It is important to justify everything I do to ensure causality and that the reader understands what I am trying to prove.
I learned the importance of understanding how to analyze and understand data properly.
One important thing I learned was how to justify our models and how important causal inference is.
I know different models (fixed effects, random effects, Difference in Difference) will have different assumptions and the data they operate on may take different shape (DiD requires specific dummies and a control group)
I learned new models and the instances where they are appropriate beyond the scope of what I have learned in past Economics courses that deal with statistical analysis, namely difference in difference models, fixed effects regressions, event history models, and the usage of instrumental variables.
I learned in depth about difference in difference models, event history models, and fixed effects, all of which are crucial to understanding statistical methods and being able to confidently analyze research questions with causal inference approaches.
Again how to truly tackle causal inference in research.
No doubt: Causality!
The course emphasized the need for statistical research to be conducted in a step-by-step manner.
The most important thing I learned is to think critically (provide your reasoning when doing research), and build my research model incrementally.
How to write a causal inference paper.
planning a final paper

Trinity College Spring 2022

Course: ECON-218-01-SP22: ECON-218-01-SP22: Introduction to Statistics for Economics

Instructor: Jun He *

Response Rate: 13/13 (100.00 %)

Question		1	2	3	4	5	Mean	Std	Median
Your Class:	n	4	6	1	1	0	1.92	0.90	2.00
	%	33.33%	50.00%	8.33%	8.33%	0.00%			

Scale: 1 = Freshman, 2 = Sophomore, 3 = Junior, 4 = Senior, 5 = Graduate

Question		1	2	3	4	Mean	Std	Median
Estimate percent of classes attended:	n	12	0	0	0	1.00	0.00	1.00
	%	100.00%	0.00%	0.00%	0.00%			

Scale: 1 = 100-75%, 2 = 75-50%, 3 = 50-25%, 4 = Less than 25%

Question		1	2	3	4	5	Mean	Std	Median
How many economics courses have you had prior to taking this course?	n	4	2	2	1	3	2.75	1.66	2.50
	%	33.33%	16.67%	16.67%	8.33%	25.00%			

Scale: 1 = 1, 2 = 2, 3 = 3, 4 = 4, 5 = other

Question	Please specify the number of courses:	n	%
5		1	33.33%
10		2	66.67%
Mean		8.33	
Std		2.89	
Median		10.00	

Question		1	2	3	4	5	Mean	Std	Median
Explained requirements, goals and grading system	n	0	0	1	4	7	4.50	0.67	5.00
	%	0.00%	0.00%	8.33%	33.33%	58.33%			

Scale: 1 = 1 did not explain, 2 = 2, 3 = 3, 4 = 4, 5 = 5 explained fully

Question		1	2	3	4	5	Mean	Std	Median
Was prompt in returning examinations or papers	n	0	0	4	0	8	4.33	0.98	5.00
	%	0.00%	0.00%	33.33%	0.00%	66.67%			
Provided helpful and constructive comments on examinations and papers	n	1	0	2	1	8	4.25	1.29	5.00
	%	8.33%	0.00%	16.67%	8.33%	66.67%			

Scale: 1 = 1 never, 2 = 2, 3 = 3, 4 = 4, 5 = 5 always

Question		1	2	3	4	5	Mean	Std	Median
Was accessible during scheduled office hours	n	0	1	0	3	8	4.50	0.90	5.00
	%	0.00%	8.33%	0.00%	25.00%	66.67%			

Scale: 1 = 1 inaccessible, 2 = 2, 3 = 3, 4 = 4, 5 = 5 quite accessible

Question		1	2	3	4	5	Mean	Std	Median
Presented course material clearly	n	1	1	2	3	5	3.83	1.34	4.00
	%	8.33%	8.33%	16.67%	25.00%	41.67%			

Scale: 1 = 1 unclearly, 2 = 2, 3 = 3, 4 = 4, 5 = 5 very clearly

Question		1	2	3	4	5	Mean	Std	Median
Was prepared for class	n	0	1	0	3	8	4.50	0.90	5.00
	%	0.00%	8.33%	0.00%	25.00%	66.67%			

Scale: 1 = 1 poorly prepared, 2 = 2, 3 = 3, 4 = 4, 5 = 5 well prepared

Question		1	2	3	4	5	Mean	Std	Median
Showed enthusiasm for teaching subject matter	n	0	0	0	2	10	4.83	0.39	5.00
	%	0.00%	0.00%	0.00%	16.67%	83.33%			

Scale: 1 = 1 unenthusiastic, 2 = 2, 3 = 3, 4 = 4, 5 = 5 very enthusiastic

Trinity College

Spring 2022

Course: ECON-218-01-SP22: ECON-218-01-SP22: Introduction to Statistics for Economics

Instructor: Jun He *

Response Rate: 13/13 (100.00 %)

Question		1	2	3	4	5	Mean	Std	Median
Encouraged questions and expressions of student opinion (seminars and small classes)	n	0	0	1	1	10	4.75	0.62	5.00
	%	0.00%	0.00%	8.33%	8.33%	83.33%			

Scale: 1 = 1 discouraged, 2 = 2, 3 = 3, 4 = 4, 5 = 5 encouraged

Question		1	2	3	4	5	Mean	Std	Median
Successfully organized the course material	n	0	1	1	3	7	4.33	0.98	5.00
	%	0.00%	8.33%	8.33%	25.00%	58.33%			

Scale: 1 = 1 unsatisfactorily, 2 = 2, 3 = 3, 4 = 4, 5 = 5 satisfactorily

Are there specific changes you think might be made to improve the instruction in this course?

- No
- N/A
- no
- Change the instructor
- The last two chapters are perhaps the hardest in the course and there should be appropriate time allocated to covering them. As it was, we had to rush through them which meant it was difficult to fully grasp the concepts and apply them on our exams.

Question		1	2	3	4	5	Mean	Std	Median
Was the assigned reading integrated into the course work in a useful way?	n	1	1	1	1	8	4.17	1.40	5.00
	%	8.33%	8.33%	8.33%	8.33%	66.67%			

Scale: 1 = 1 not integrated, 2 = 2, 3 = 3, 4 = 4, 5 = 5 well integrated

Question	How many hours a week, outside of class, did you devote to this course?	n	%
4		4	33.33%
5		1	8.33%
6		1	8.33%
7		1	8.33%
8		2	16.67%
9		1	8.33%
11		1	8.33%
15		1	8.33%
Mean		7.08	
Std		3.40	
Median		6.50	

Question		1	2	3	4	5	Mean	Std	Median
Did you find the course material covered difficult?	n	0	1	7	2	2	3.42	0.90	3.00
	%	0.00%	8.33%	58.33%	16.67%	16.67%			

Scale: 1 = 1 not difficult, 2 = 2, 3 = 3, 4 = 4, 5 = 5 very difficult

Question		1	2	3	4	5	Mean	Std	Median
Was your interest in the subject matter increased or decreased by this course?	n	1	1	4	4	2	3.42	1.16	3.50
	%	8.33%	8.33%	33.33%	33.33%	16.67%			

Scale: 1 = 1 decreased, 2 = 2, 3 = 3, 4 = 4, 5 = 5 increased

Question		1	2	3	4	5	Mean	Std	Median
In this course, I have acquired concepts and techniques which are useful to me in examining ideas and evaluating arguments	n	0	1	1	5	5	4.17	0.94	4.00
	%	0.00%	8.33%	8.33%	41.67%	41.67%			

Scale: 1 = 1 acquired none, 2 = 2, 3 = 3, 4 = 4, 5 = 5 acquired a lot

Trinity College

Spring 2022

Course: ECON-218-01-SP22: ECON-218-01-SP22: Introduction to Statistics for Economics

Instructor: Jun He *

Response Rate: 13/13 (100.00 %)

Question		1	2	3	4	5	Mean	Std	Median
I have examined or reexamined some of my values and attitudes	n	1	2	4	2	3	3.33	1.30	3.00
	%	8.33%	16.67%	33.33%	16.67%	25.00%			

Scale: 1 = 1 examined none, 2 = 2, 3 = 3, 4 = 4, 5 = 5 examined many

Question		1	2	3	4	5	Mean	Std	Median
Would you recommend this course to other students interested in the subject material?	n	0	1	1	4	6	4.25	0.97	4.50
	%	0.00%	8.33%	8.33%	33.33%	50.00%			

Scale: 1 = 1 not recommend, 2 = 2, 3 = 3, 4 = 4, 5 = 5 recommend highly

Question		1	2	3	4	5	Mean	Std	Median
How would you rate this course, compared to others taken at Trinity, in terms of its academic quality?	n	0	1	3	4	4	3.92	1.00	4.00
	%	0.00%	8.33%	25.00%	33.33%	33.33%			
How would you rate the instructor in comparison to other instructors you have had at Trinity?	n	1	1	2	3	6	3.92	1.32	4.00
	%	7.69%	7.69%	15.38%	23.08%	46.15%			

Scale: 1 = 1 low, 2 = 2, 3 = 3, 4 = 4, 5 = 5 very high

This space is reserved for questions your instructor might request you to answer.

- Great teacher.
- Professor He was an excellent, excellent teacher, and liked by everyone in the class. It is a shame that he is leaving Trinity, as he is the best professor I have had at Trinity so far.
- The professor was always prepared and showed great interest and knowledge on the course material.
- I loved this class so much! I had previously taken stats, and I had absolutely hated it. Coming into this class, I was not looking forward to it at all, but Professor He made it super engaging. He is one of the BEST professors I have ever had, and anyone who takes his class should consider themselves lucky. Few people know how to teach stats, and he is definitely one of them.



University of Connecticut

Student Evaluation of Teaching Spring 2019

Individual Report for ECON-1202-N60-AVYPT- Principles of Macroeconomics

Instructor: Jun He (SET Primary Instructor)

Response Table

Spring 2019 Student Evaluation of Teaching	
Raters	Students
Responded	9
Invited	20
Response Ratio	45%

What is your overall rating of Jun He's teaching?

Question	Course		Department (ECON-Course Level 1000-FEIN)		School (CLAS-Course Level 1000-FEIN)		University (Course Level 1000-FEIN)	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
What is your overall rating of the instructor's teaching?	4.7	5.0	3.7	3.8	4.0	4.1	4.0	4.1

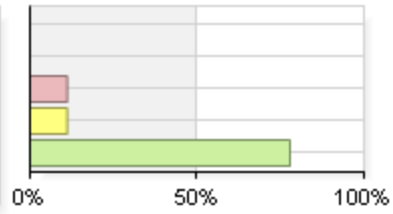
What is your overall rating of the course?

Question	Course		Department (ECON-Course Level 1000-FEIN)		School (CLAS-Course Level 1000-FEIN)		University (Course Level 1000-FEIN)	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
What is your overall rating of the course?	4.6	5.0	3.6	3.7	3.7	3.8	3.8	3.9

Overall Rating

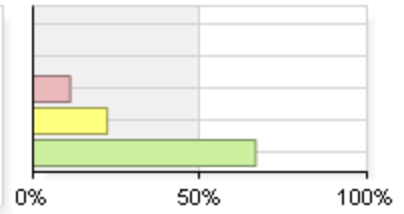
1. What is your overall rating of the instructor's teaching?

1 Poor	0	0%
2 Fair	0	0%
3 Good	1	11%
4 Very Good	1	11%
5 Excellent	7	78%
Total	9	



2. What is your overall rating of the course?

1 Poor	0	0%
2 Fair	0	0%
3 Good	1	11%
4 Very Good	2	22%
5 Excellent	6	67%
Total	9	



Section 1. Summary

Please respond to the following questions about instructor Jun He:

Question	Course		Department (ECON-Course Level 1000-FEIN)		School (CLAS-Course Level 1000-FEIN)		University (Course Level 1000-FEIN)	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
The instructor presented the course material clearly.	4.8	5.0	4.0	4.1	4.2	4.4	4.3	4.5
The instructor was well prepared for class.	4.8	5.0	4.4	4.5	4.4	4.6	4.5	4.6
The instructor responded to questions adequately.	4.8	5.0	4.3	4.4	4.4	4.6	4.4	4.6
The instructor stimulated interest in the subject.	4.8	5.0	4.3	4.5	4.4	4.6	4.4	4.6
The instructor showed interest in helping students learn.	4.8	5.0	4.3	4.6	4.4	4.7	4.4	4.7
The instructor gave clear assignments.	4.7	5.0	4.1	4.3	4.3	4.5	4.3	4.5
The instructor was accessible to students.	4.8	5.0	4.2	4.3	4.4	4.5	4.4	4.5
The instructor gave useful feedback on my performance.	4.8	5.0	3.9	4.0	4.2	4.4	4.2	4.4
The instructor returned graded work in a reasonable amount of time.	4.7	5.0	4.3	4.4	4.3	4.5	4.3	4.5
The instructor used class time effectively.	4.8	5.0	4.3	4.4	4.4	4.6	4.4	4.6
The instructor treated all students with respect.	4.8	5.0	4.5	4.6	4.5	4.8	4.5	4.8
The instructor graded fairly.	4.8	5.0	4.4	4.6	4.4	4.6	4.4	4.6
The instructor's teaching methods promoted student learning.	4.8	5.0	4.1	4.2	4.2	4.5	4.3	4.5

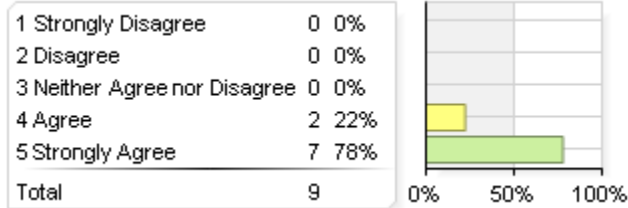
Please respond to the following questions about the course:

Question	Course		Department (ECON-Course Level 1000-FEIN)		School (CLAS-Course Level 1000-FEIN)		University (Course Level 1000-FEIN)	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
The methods of evaluating student learning seemed appropriate.	4.7	5.0	4.1	4.1	4.2	4.4	4.3	4.4
The course content was well organized.	4.9	5.0	4.1	4.2	4.3	4.4	4.3	4.5
The course objectives were clear.	4.8	5.0	4.1	4.2	4.3	4.4	4.3	4.5
The course objectives were met.	4.9	5.0	4.2	4.2	4.3	4.4	4.3	4.5
The course materials made a valuable contribution.	4.8	5.0	4.0	4.1	4.2	4.4	4.2	4.4
The pace of the course seemed appropriate.	4.7	5.0	4.1	4.2	4.2	4.4	4.2	4.4

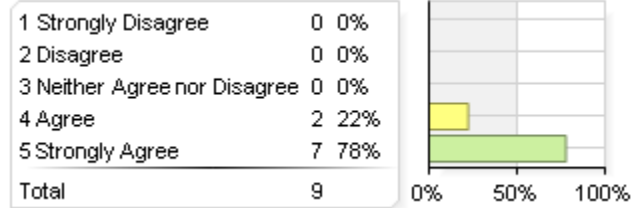
Section 2. Questions About the Instructor

Please respond to the following questions about instructor Jun He:

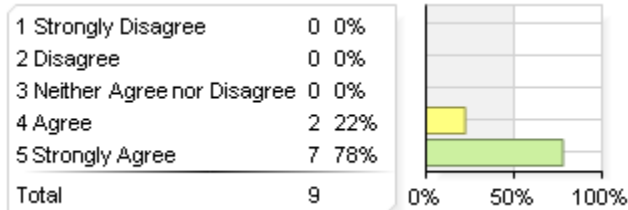
1. The instructor presented the course material clearly.



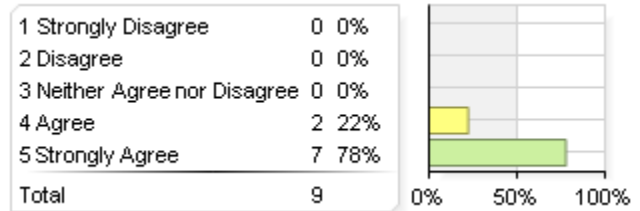
2. The instructor was well prepared for class.



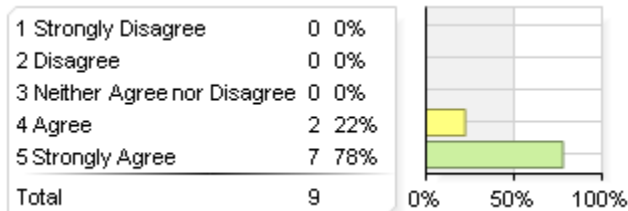
3. The instructor responded to questions adequately.



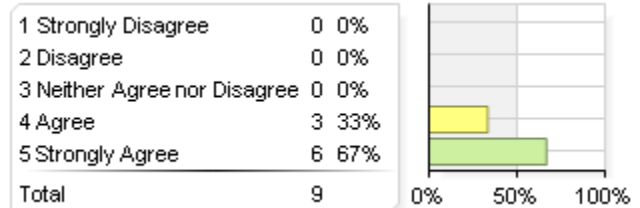
4. The instructor stimulated interest in the subject.



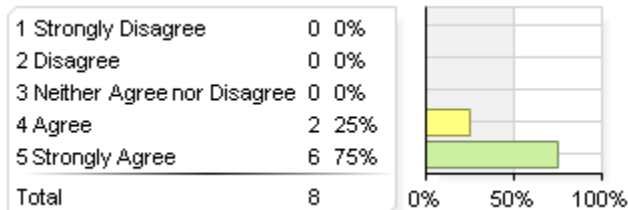
5. The instructor showed interest in helping students learn.



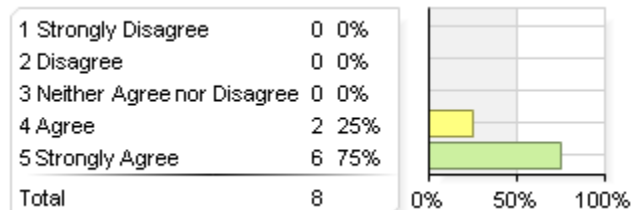
6. The instructor gave clear assignments.



7. The instructor was accessible to students.

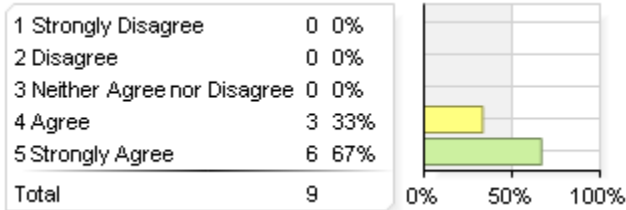


8. The instructor gave useful feedback on my performance.

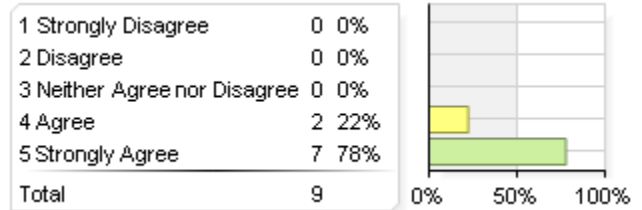


Please respond to the following questions about instructor Jun He: (continued)

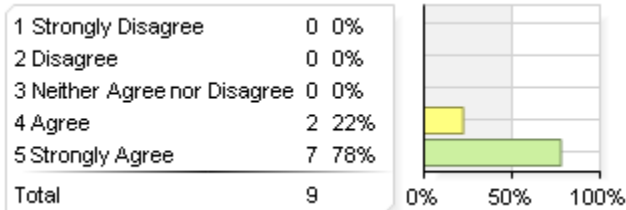
9. The instructor returned graded work in a reasonable amount of time.



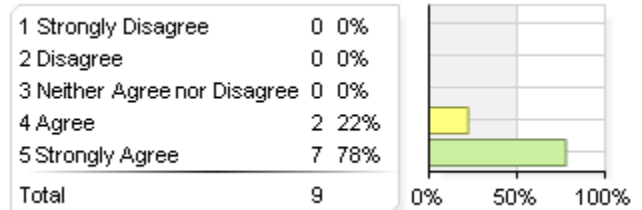
10. The instructor used class time effectively.



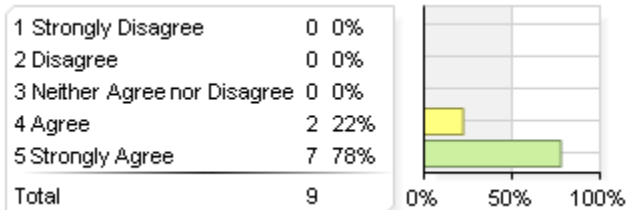
11. The instructor treated all students with respect.



12. The instructor graded fairly.



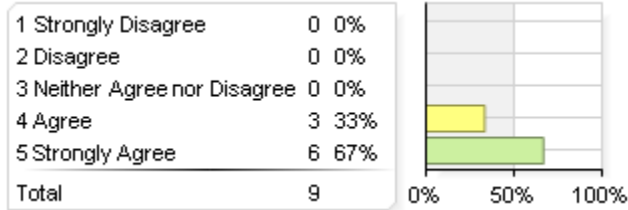
13. The instructor's teaching methods promoted student learning.



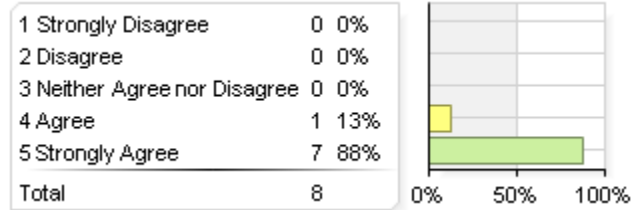
Section 3. Questions About the Course

Please respond to the following questions about the course:

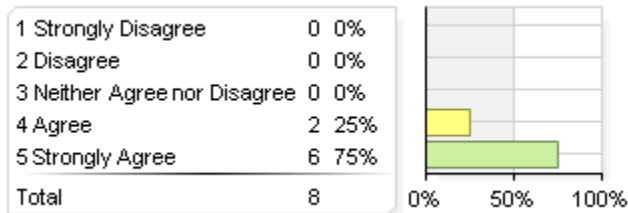
1. The methods of evaluating student learning seemed appropriate.



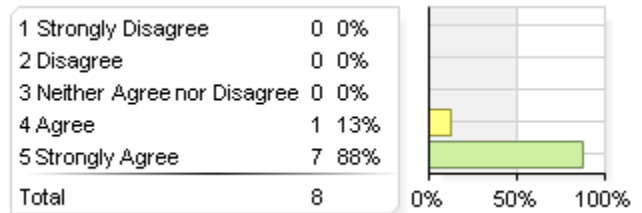
2. The course content was well organized.



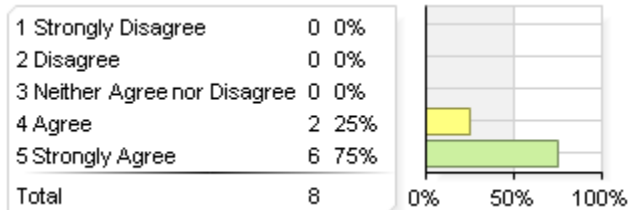
3. The course objectives were clear.



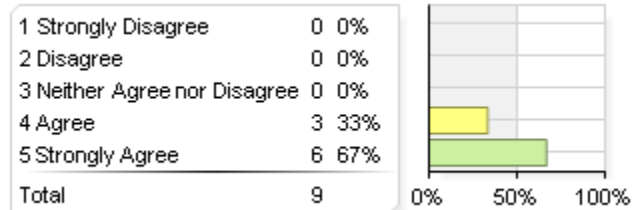
4. The course objectives were met.



5. The course materials made a valuable contribution.



6. The pace of the course seemed appropriate.



Section 4. Student Information

What is your Academic Level?

Options	Count	Percentage
Freshman	8	89%
Sophomore	1	11%
Junior	0	0%
Senior	0	0%
Graduate	0	0%
Other	0	0%

What is your expected grade in this course?

Options	Count	Percentage
A	3	33%
B	6	67%
C	0	0%
D	0	0%
F	0	0%
Pass	0	0%
Fail	0	0%
Other	0	0%

What is your cumulative average (GPA)?

Options	Count	Percentage
3.5 and above	5	56%
3.0-3.4	3	33%
2.5-2.9	0	0%
2.0-2.4	1	11%
< 2.0	0	0%

How many times did you miss this class?

Options	Count	Percentage
0-2	5	56%
3-4	4	44%
5-6	0	0%
> 6	0	0%

Section 4. Student Information (continued)

On average, how many hours a week did you spend outside of class preparing for this course?

Options	Count	Percentage
0	0	0%
1-3	5	56%
4-6	2	22%
7-9	1	11%
10-14	1	11%
15+	0	0%

Which best describes this course for you?

Options	Count	Percentage
Requirement for my major	7	78%
General Education Requirement	2	22%
Other Requirement	0	0%
Elective	0	0%
Elective for my major	0	0%

My desire to take this course was:

Options	Count	Percentage
Much more than most courses	3	33%
More than most courses	4	44%
About the same as most courses	2	22%
Less than most courses	0	0%
Much less than most courses	0	0%

For me, the level of difficulty of the course content was:

Options	Count	Percentage
Much more than most courses	0	0%
More than most courses	1	11%
About the same as most courses	8	89%
Less than most courses	0	0%
Much less than most courses	0	0%

Section 4. Student Information (continued)

Overall, how much do you feel you've learned in this course?

Options	Count	Percentage
Much more than most courses	3	33%
More than most courses	5	56%
About the same as most courses	1	11%
Less than most courses	0	0%
Much less than most courses	0	0%

Section 5. Comments

What was the most positive aspect of the way in which this instructor taught this course?

Comment

I found the course to be my favorite part of this semester. The course material was both interesting and challenging and I wish that I had more time with Jun He for not only because of his incredible teaching methods, but the chemistry he created with the class. I felt so engaged with the course I feel like I have found my academic niche and wish to pursue a background of studies focused around macro economics

He was very into the course which allowed the students to ask more questions to better understand the topics

The most positive aspect of the way in which this instructor taught this course was that he is passionate in what he is doing so we can be able to ask questions and talk about the topic in a pleasing way.

he talked about his homeland in china which was interesting and fun to learn.

always made sure we understood the topic and almost wanted us to do our best.

Used many relatable life examples that made the topic more easily to grasp.

Using real life examples to enhance the learning.

I love how understanding this professor is and the fact that he is no pushover either. He tries to help us no matter the lack of time restraint he has after class to go to storrs.

What can this instructor do to improve teaching effectiveness in the classroom?

Comment

I found that the class ran smoothly and cannot think of solutions to improve it

Nothing!

This instructor can improve teaching effectiveness in the classroom by asking questions to individuals by keeping them active and to have good discussions to really understand the course better.

review quizzes in class

keep doing him

Have a powerpoint

Elaborate on tough subjects.

Nothing honestly. If anything he is very direct with how he teaches.

Please write any comments you have about the course or course materials.

Comment

I found the Pearson quizzes and homework assignments that are contained within the electronic textbook to be very helpful.

Course required a lot of outside the class participation, but a great class

There are no comments I have about the course or course materials.

Interesting class with many life applicable explanations.

none

For courses with laboratory and/or discussion sections: were the laboratory/discussion sections helpful to your learning?

Comment

Jun He - SET Primary Instructor

N/a

Yes

Yes, the laboratory/discussion sections were helpful to my learning.

Yes

no lab for this class



University of Connecticut

Student Evaluation of Teaching Fall 2018

Individual Report for ECON-2301-001-STORR- Mathematical Economics

Instructor: Jun He (SET Primary Instructor)

Response Table

Fall 2018 Student Evaluation of Teaching	
Raters	Students
Responded	18
Invited	33
Response Ratio	55%

What is your overall rating of Jun He's teaching?

Question	Course		Department (ECON-Course Level 2000-FEIN)		School (CLAS-Course Level 2000-FEIN)		University (Course Level 2000-FEIN)	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
What is your overall rating of the instructor's teaching?	4.1	5.0	3.7	3.9	4.0	4.2	3.9	4.1

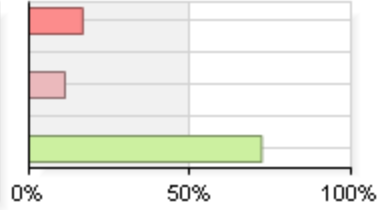
What is your overall rating of the course?

Question	Course		Department (ECON-Course Level 2000-FEIN)		School (CLAS-Course Level 2000-FEIN)		University (Course Level 2000-FEIN)	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
What is your overall rating of the course?	3.8	5.0	3.5	3.6	3.7	3.8	3.7	3.8

Overall Rating

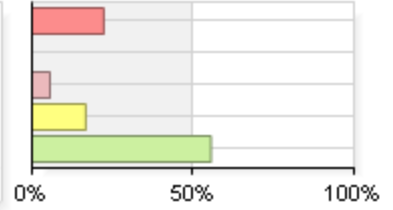
1. What is your overall rating of the instructor's teaching?

1 Poor	3	17%
2 Fair	0	0%
3 Good	2	11%
4 Very Good	0	0%
5 Excellent	13	72%
Total	18	



2. What is your overall rating of the course?

1 Poor	4	22%
2 Fair	0	0%
3 Good	1	6%
4 Very Good	3	17%
5 Excellent	10	56%
Total	18	



Section 1. Summary

Please respond to the following questions about instructor Jun He:

Question	Course		Department (ECON-Course Level 2000-FEIN)		School (CLAS-Course Level 2000-FEIN)		University (Course Level 2000-FEIN)	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
The instructor presented the course material clearly.	4.2	5.0	4.0	4.3	4.2	4.4	4.2	4.4
The instructor was well prepared for class.	4.6	5.0	4.3	4.4	4.5	4.7	4.4	4.6
The instructor responded to questions adequately.	4.1	5.0	4.1	4.3	4.4	4.6	4.3	4.5
The instructor stimulated interest in the subject.	4.6	5.0	4.1	4.3	4.4	4.6	4.3	4.6
The instructor showed interest in helping students learn.	4.5	5.0	4.3	4.4	4.5	4.7	4.4	4.6
The instructor gave clear assignments.	4.4	5.0	4.2	4.5	4.3	4.5	4.3	4.5
The instructor was accessible to students.	4.6	5.0	4.3	4.4	4.4	4.6	4.4	4.6
The instructor gave useful feedback on my performance.	4.4	5.0	4.0	4.2	4.2	4.4	4.2	4.4
The instructor returned graded work in a reasonable amount of time.	4.6	5.0	4.4	4.5	4.4	4.5	4.3	4.5
The instructor used class time effectively.	4.7	5.0	4.2	4.4	4.4	4.6	4.3	4.5
The instructor treated all students with respect.	4.4	5.0	4.5	4.7	4.6	4.8	4.6	4.8
The instructor graded fairly.	4.8	5.0	4.3	4.5	4.4	4.6	4.4	4.6
The instructor's teaching methods promoted student learning.	4.3	5.0	4.0	4.2	4.2	4.4	4.2	4.4

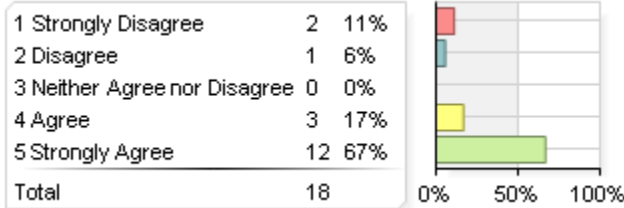
Please respond to the following questions about the course:

Question	Course		Department (ECON-Course Level 2000-FEIN)		School (CLAS-Course Level 2000-FEIN)		University (Course Level 2000-FEIN)	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
The methods of evaluating student learning seemed appropriate.	4.7	5.0	4.1	4.3	4.2	4.4	4.2	4.4
The course content was well organized.	4.2	5.0	4.0	4.3	4.3	4.4	4.2	4.4
The course objectives were clear.	4.1	5.0	4.1	4.4	4.3	4.5	4.3	4.5
The course objectives were met.	4.4	5.0	4.2	4.3	4.3	4.4	4.3	4.4
The textbook made a valuable contribution.	3.9	5.0	3.7	3.8	3.9	4.1	3.9	4.1
The other course materials made a valuable contribution.	4.4	5.0	4.0	4.2	4.2	4.4	4.2	4.4
The pace of the course seemed appropriate.	3.9	5.0	4.1	4.3	4.2	4.3	4.2	4.3

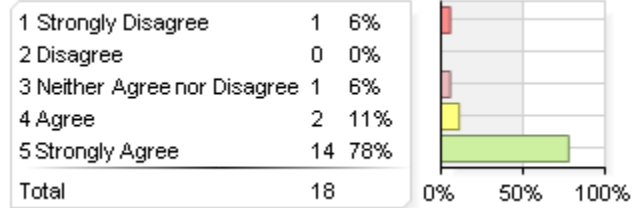
Section 2. Questions About the Instructor

Please respond to the following questions about instructor Jun He:

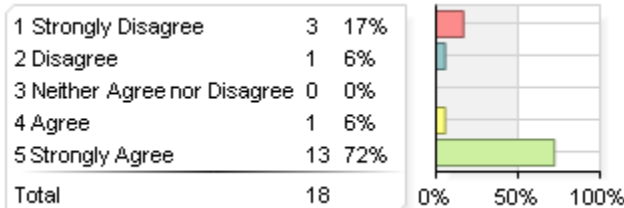
1. The instructor presented the course material clearly.



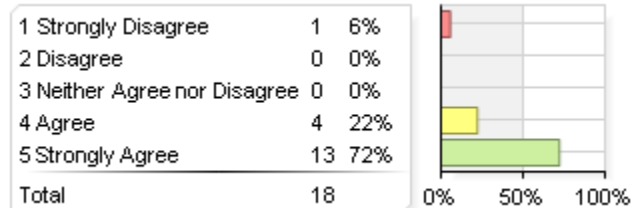
2. The instructor was well prepared for class.



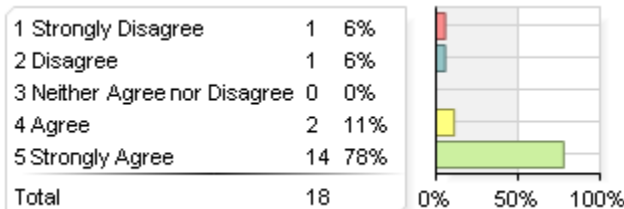
3. The instructor responded to questions adequately.



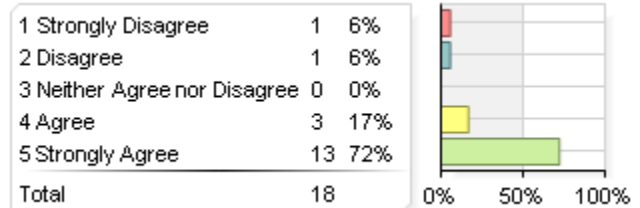
4. The instructor stimulated interest in the subject.



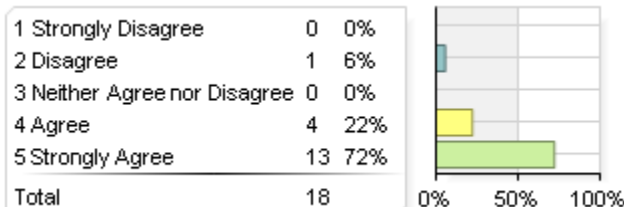
5. The instructor showed interest in helping students learn.



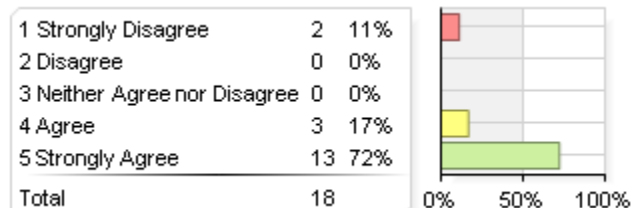
6. The instructor gave clear assignments.



7. The instructor was accessible to students.

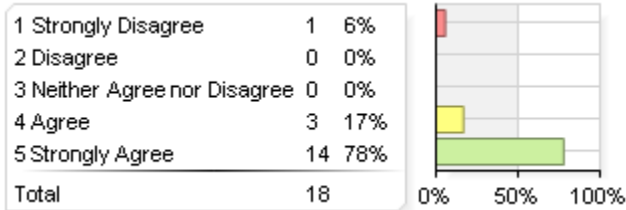


8. The instructor gave useful feedback on my performance.

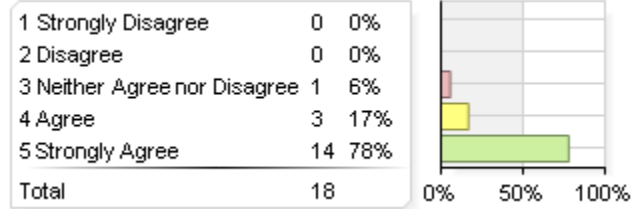


Please respond to the following questions about instructor Jun He: (continued)

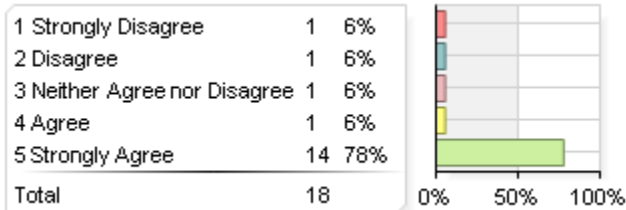
9. The instructor returned graded work in a reasonable amount of time.



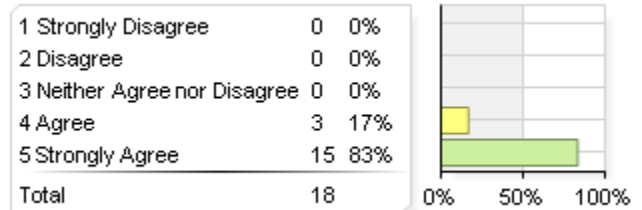
10. The instructor used class time effectively.



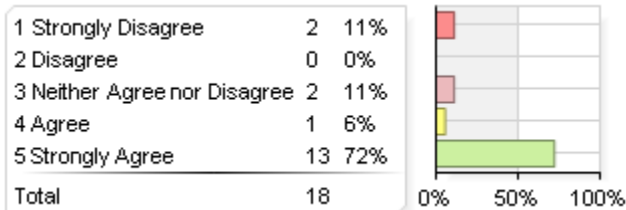
11. The instructor treated all students with respect.



12. The instructor graded fairly.



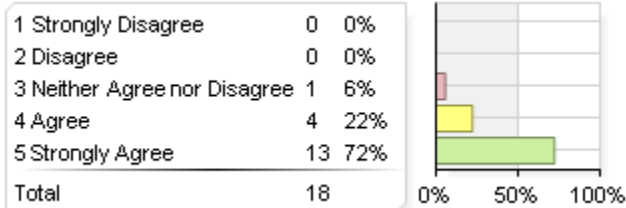
13. The instructor's teaching methods promoted student learning.



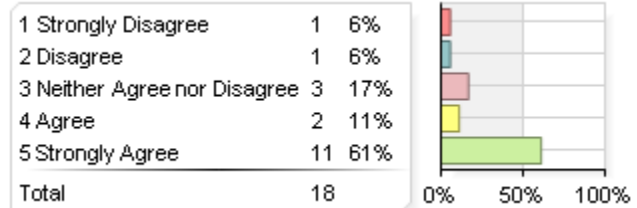
Section 3. Questions About the Course

Please respond to the following questions about the course:

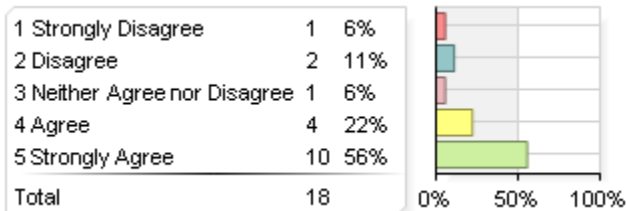
1. The methods of evaluating student learning seemed appropriate.



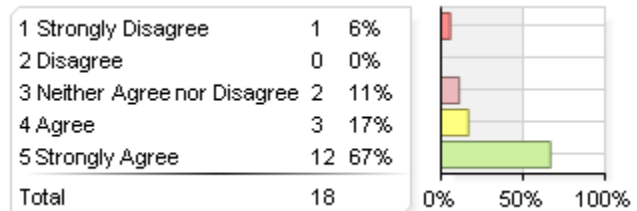
2. The course content was well organized.



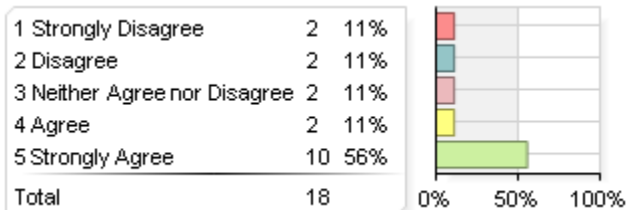
3. The course objectives were clear.



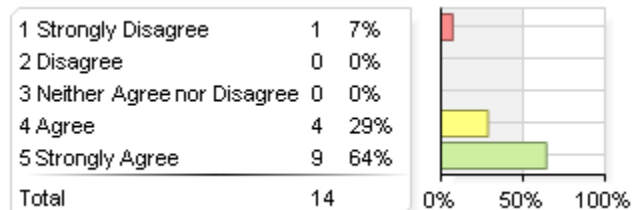
4. The course objectives were met.



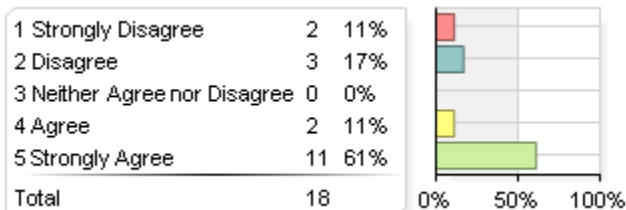
5. The textbook made a valuable contribution.



6. The other course materials made a valuable contribution.



7. The pace of the course seemed appropriate.



Section 4. Student Information

What is your Academic Level?

Options	Count	Percentage
Freshman	1	6%
Sophomore	4	22%
Junior	6	33%
Senior	7	39%
Graduate	0	0%
Other	0	0%

What is your expected grade in this course?

Options	Count	Percentage
A	12	67%
B	3	17%
C	1	6%
D	0	0%
F	1	6%
Pass	0	0%
Fail	0	0%
Other	1	6%

What is your cumulative average (GPA)?

Options	Count	Percentage
3.5 and above	10	59%
3.0-3.4	4	24%
2.5-2.9	3	18%
2.0-2.4	0	0%
< 2.0	0	0%

How many times did you miss this class?

Options	Count	Percentage
0-2	7	47%
3-4	6	40%
5-6	1	7%
> 6	1	7%

Section 4. Student Information (continued)

On average, how many hours a week did you spend outside of class preparing for this course?

Options	Count	Percentage
0	0	0%
1-3	14	78%
4-6	4	22%
7-9	0	0%
10-14	0	0%
15+	0	0%

Which best describes this course for you?

Options	Count	Percentage
Requirement for my major	14	78%
General Education Requirement	1	6%
Other Requirement	1	6%
Elective	0	0%
Elective for my major	2	11%

My desire to take this course was:

Options	Count	Percentage
Much more than most courses	5	28%
More than most courses	4	22%
About the same as most courses	6	33%
Less than most courses	2	11%
Much less than most courses	1	6%

For me, the level of difficulty of the course content was:

Options	Count	Percentage
Much more than most courses	5	28%
More than most courses	7	39%
About the same as most courses	5	28%
Less than most courses	0	0%
Much less than most courses	1	6%

Section 4. Student Information (continued)

Overall, how much do you feel you've learned in this course?

Options	Count	Percentage
Much more than most courses	6	33%
More than most courses	2	11%
About the same as most courses	8	44%
Less than most courses	1	6%
Much less than most courses	1	6%

Section 5. Comments

What was the most positive aspect of the way in which this instructor taught this course?

Comment
All good
The professor was very knowledgeable about the subject
He was an active, helpful, and excellent instructor. He is always prepared and organized for what he taught.
Problems in class were similar to exam problems. Reviewed similar problems of the same type, so the underlying method is clear
n/a.
Brought energy and enthusiasm
excellent teaching in class
Jun He was a great professor and really cared about how each student was doing in class. He went over many problems and gave us everything we needed to make sure we were well prepared to homework and exams.
This instructor really wanted to help students do their best, he was very understanding while still maintaining the integrity of the course.
Even though it was his first official course teaching, it seemed like he has been doing it for a while. He had great passion for the course, but did a really good job at explaining some of the harder concepts. He supplemented it with homework that focused on what the class was struggling on. He was really attentive to making sure we understood things before he moved on. Overall great professor that I'd recommend to take.
Lots of review questions and opportunities to improve your grade.
His Willingness to help those struggling
He is very flexible and wants everyone to succeed

What can this instructor do to improve teaching effectiveness in the classroom?

Comment
Nothing
better handwriting on board
better attitude toward students, who are trying to ask a question
every time I was trying to ask a question, he is like "I talked about this yesterday". I was "?????????" and he needs a clear English speaking, many of us doesn't understand what he is saying, and he goes through objective kind of fast
The professor did not teach the material in a clear manner. Very difficult to learn in the classroom. Had to learn all the material on my own because the professor lacked the ability to teach it with clarity
Nothing
Notes in lecture can be a bit all over the place. I would recommend writing on the board in columns, so the progression of a problem is clear.
The instructor can write out steps and give students written notes on how to do each problems and what rules to memorize. The instructor can also be more nice and respectful to students who do not grasp the material, instead of calling them out in class. He should stop calling out students in class and actually write out notes and go over how to do each problem step by step by writing what he is doing. He can give worksheets to students where we do group work. He can also slow down his lectures.
GO SLOWER MY GOD. He moves at 10000 MPH and I'm left there baffled and that's not cool when your learning very difficult subjects.
give more practice

Wouldn't change anything about the way he taught.

I felt that at times there may have been a significant language barrier that made it harder to grasp some of the content.

There were times where he may have gone a little too fast for some students to retain the topic, so maybe if he slowed down a little.

Post notes online

I think he's doing everything possible, great teacher.

Maybe not look at everyone's answers and call on people instead

Please write any comments you have about the course or course materials.

Comment

None

We have fully utilized course materials.

GGWP

The instructor should not be teaching this class. He is disrespectful and offensive during office hours and during lecture, which makes students uncomfortable. A grad student should not be teaching this class, a professor who actually knows the material and wants students to learn should be teaching this course. The book was not helpful at all and the tutor for this course should also be replaced because she had no idea how to do the problems I had in this course. But this instructor should not be teaching this course if he is going to put students down and get frustrated when they have questions/ don't understand material for this class.

Textbook did not help in my opinion and didnt have good examples at all so if you missed class for any reason you were big time behind. He needs to have slides with concrete examples NOT from the textbook.

n/a

Good course, learned a lot

I liked how the link between math and economics was made clear, I also think Jun drew that connection exceptionally well.

Take out calc 2 and 3 aspects

For courses with laboratory and/or discussion sections: were the laboratory/discussion sections helpful to your learning?

Comment

No lab

No lab/discussion

No laboratory.

n/a

NA

n/a

n/a

none in my course