

Department of Economics

Handbook for
EC100 Economics for Business
2017-18

Deadlines and Test Dates for EC100

Univ. Week	Teaching Week	Week beginning	Coursework deadline/test date
7	Au-06	Mon 13 th Nov	
8	Au-07	Mon 20 th Nov	
9	Au-08	Mon 27 th Nov	
10	Au-09	Mon 4 th Dec	Assignment - Wednesday 6 th Dec 2017, 12 noon
11	Au-10	Mon 11 th Dec	
Christmas and New Year vacation			
16	Sp-01	Mon 15 th Jan	
17	Sp-02	Mon 22 nd Jan	
18	Sp-03	Mon 29 th Jan	
19	Sp-04	Mon 05 th Feb	
20	Sp-05	Mon 12 th Feb	
21	Sp-06	Mon 19 th Feb	
22	Sp-07	Mon 26 th Feb	
23	Sp-08	Mon 05 th March	Test – Tuesday 06 th March 2017, 18:00
24	Sp-09	Mon 12 th Mar	
25	Sp-10	Mon 19 th Mar	
Easter Vacation			

EC100 Economics for Business

Lecturers: **Jacopo Mazza** (Autumn Term) & **Professor Sule Alan** (Spring Term)

Introduction

The Economics for Business module provides an introductory overview of modern economics, including examples in microeconomics that have a bearing on the world of business, i.e. the organisation of firms, the economic implications of their objectives, and the markets in which they operate. The topics covered in the module are however, the same as the standard introductory economics module (EC111 Introduction to Economics).

Economics for Business is designed for students with no previous background in economics. Although, the approach is analytical as befits modern economics, the analysis is pursued in a non-technical manner, with the principles developed using verbal reasoning complemented with graphical methods.

EC100 is a pre-requisite for:

❖	EC120-5-FY	The World Economy in Historical Perspective
❖	EC245-5-AU	International Financial Institutions & Policy
❖	EC246-5-SP	International Trade Institutions & Policy
❖	EC329-6-AU	Economics of the European Union
❖	EC330-6-SP	Economics of Transition
❖	EC335-6-SP	Strategies of Economic Development
❖	EC336-6-AU	Economic Development in a Global Perspective

How is the module assessed?

The assessment will be based on coursework and a three-hour final examination taken in the summer term.

- ❖ The coursework is made up of one assignment and one test.
- ❖ The coursework assignment and test are *compulsory*. Students who fail to complete the coursework may not be allowed to take the final examination.
- ❖ Please note assessment for modules outside the Economics Department may be assessed differently.

How is the module taught?

<i>Autumn term</i>	<i>Spring term</i>	<i>Summer term</i>
2 x lecture hours & 1 x class per week	2 x lecture hours & 1 x class per week	Revision classes held at the beginning of term

Attendance at both lectures and classes is compulsory.

Module outline

The Economics for Business module provides an introductory overview of modern economics, including examples in microeconomics that have a bearing on the world of business, i.e., the organisation of firms, the economic implications of their objectives, and the markets in which they operate. The topics covered in the module are, however, the same as a standard introductory economics module (EC111 Introduction to Economics).

Economics for Business is designed for students with no previous background in economics. Although, the approach is analytical as befits modern economics, the analysis is pursued in a non-technical manner, with the principles developed using verbal reasoning complemented with graphical methods.

Aims

The aims of Economics for Business are to:

- ❖ provide students with an awareness of the main topics covered in economics;
- ❖ to familiarise students with the terminology of economics;
- ❖ to enable students to engage in the reasoning needed to address elementary economic problems that arise in a business context.

The module will not provide eligibility for admission to the second year of any economics programme at the University.

Learning outcomes

Upon completion of the module, students will be able to:

Demonstrate an awareness of the concepts and principles central to the discipline of economics.

Be able to apply those principles to analyse elementary economic problems and to comment on their implications.

Be able to assess the implications government economic policies in the context of the theories covered in the module.





Be able to discuss the predictions of elementary theories of the firm in a variety of market contexts (including perfect competition, monopoly and oligopoly).

Key Skills

	EC100
Problem solving	
Analytical reasoning	●
Conceptualisation	●
Critical evaluation	○
Originality	
Model building	○
Numeracy	
Mathematical Operations	○
Interpretation of math.	●
Econometrics and statistics	
Data analysis	
Communication	
Summarise	
Literature survey	
Independent inquiry	
Handling info.	○
Oral presentation	○
Written presentation	○
Information technology	
Word processing software	
Using the internet	○
Data analysis software	
Working with others	
Team work	
Influencing	
Negotiation	

○ = the skill is relevant but not necessarily emphasised ● = the skill is of particular significance

Employability Skills

Academic Skills	Professional Working Skills	External Awareness	Personal Development Planning
			
Literacy, numeracy and ICT skills. Research, information and communication skills.	Adaptability, flexibility, adoption of new techniques.	Knowledge of work and organisational cultures. Creativity, originality, enterprise, entrepreneurship and business skills. Social and environmental responsibility.	Self awareness, target setting and action planning. Time management, self management. Reflection and evaluation.

Syllabus

The module introduces the concepts needed to understand factors that determine the production, consumption and allocation of resources in modern economies. While the applications are intended to be complementary with those covered in business and management, the focus is on the underlying economic principles, also making the module suitable for any student whose programme of study does not require a deeper knowledge of economic theory.

After an introduction to price and output as determined by the forces of demand and supply, students will learn how these forces are themselves determined as the outcome of decisions of households and firms. Recognising that firms seldom operate as price-takers in perfectly competitive markets, their strategic decisions are examined in a variety of non-competitive circumstances, particularly those of monopoly and oligopoly. Turning attention to firms' input decisions, the module studies the markets for labour and capital as factors of production. Government intervention is then examined from the perspective of attempts to mitigate market failure: students will be introduced to the analysis of externalities, with application to environmental policies. Also, students will explore the role of competition policy and regulation in the determination of economic performance.

The module introduces the main concepts of macroeconomics during the second term, enabling students to gain an appreciation of the determinants of aggregate employment, output, inflation, and business cycle fluctuations in the context of the international economy. Finally, students will learn how governments' fiscal and monetary policies serve to influence macroeconomic performance.

- ❖ Detailed lecture notes will be available to students during the term as they become available online through **Moodle** at moodle.essex.ac.uk/
- ❖ Students are encouraged to read these notes *carefully and thoroughly* each week as they are core material for the module, and to attend lectures as it is a good way to give the lecture notes a first reading.
- ❖ Three further routes for students to develop an active knowledge of the material:

First, students are encouraged to do the readings in the textbook, listed below, on a weekly basis. Ideally, you should read the text before lecture.

Second, weekly problem sets will be assigned. These will be reviewed in class meetings. The problem sets will be available on Moodle. The problem sets are formative only: they do not count towards your final mark for the module. Their role is to allow you active practice for the concepts and techniques. Attempt the problem set before the class meeting and go over them after the class meeting along with any revision you need in the text book and lecture notes.

Finally, both the lecturers and the class teachers hold weekly office hours. If you have queries that you would like to discuss on a one-on-one basis office hours are a good vehicle. It is best to contact your lecturer/class teacher by email to set up a time for your meeting so that you needn't wait unnecessarily.

Details of assessment and submission deadlines are contained within this handbook. Should you have any administrative queries regarding the module, please address them to the Student Administrator, Hannah Tagg, email: htagg@essex.ac.uk

Reading List

N Gregory Mankiw and Mark P. Taylor, Economics, 3rd Edition (The second edition is essentially the same and can also be used.)

Please contact the Module Supervisors to confirm the textbooks before making a purchase.

Students are required to read the relevant chapters in preparation for the classes and lectures. Cases and other supplementary readings may be assigned. These will be available on Moodle.

(The dates and topics listed below are approximate: keep up to date on the actual coverage as the course evolves)

Autumn term

Wk No.	Week beginning	Reading	Chapter	Topic
2	Oct 9 th	N Gregory Mankiw and Mark P. Taylor, Economics	1-2	What is economics?
3	Oct 16 th	N Gregory Mankiw and Mark P. Taylor, Economics	3-6	Supply and demand.
4	Oct 23 rd	N Gregory Mankiw and Mark P. Taylor, Economics	3-6	Supply and demand.
5	Oct 30 th	N Gregory Mankiw and Mark P. Taylor, Economics	7-8	Market, efficiency, and welfare.
6	Nov 6 th	N Gregory Mankiw and Mark P. Taylor, Economics.	9	Economics of public sector and revision.
7	Nov 13 th	N Gregory Mankiw and Mark P. Taylor, Economics.	10-11	Inefficient market allocations.
8	Nov 20 th	N Gregory Mankiw and Mark P. Taylor, Economics.	13-16	Firm behaviour and market structures.
9	Nov 27 th	N Gregory Mankiw and Mark P. Taylor, Economics.	13-16	Firm behaviour and market structures.
10	Dec 4 th	N Gregory Mankiw and Mark P. Taylor, Economics.	17	Labour market.
Assignment: Due Wednesday 6th December, by 12:00 noon - online FASER Submission				
11	Dec 11 th	N Gregory Mankiw and Mark P. Taylor, Economics.	12	Moral hazard.

Spring term

16	Jan 15 th	N Gregory Mankiw and Mark P. Taylor, Economics.	TBC	The Data of Macroeconomics
17	Jan 22 nd	N Gregory Mankiw and Mark P. Taylor, Economics.	TBC	The Real Economy in the Long run
18	Jan 29 th	N Gregory Mankiw and Mark P. Taylor, Economics.	TBC	The Real Economy in the Long run
19	Feb 5 th	N Gregory Mankiw and Mark P. Taylor, Economics.	TBC	Interest Rates, Money and the Prices in the Long run.
20	Feb 12 th	N Gregory Mankiw and Mark P. Taylor, Economics.	TBC	Interest Rates, Money and the Prices in the Long run.
21	Feb 19 th	N Gregory Mankiw and Mark P. Taylor, Economics.	TBC	Interest Rates, Money and the Prices in the Long run.
22	Feb 26 th	N Gregory Mankiw and Mark P. Taylor, Economics.	TBC	The Macroeconomics of Open Economics
23	Mar 5 th	N Gregory Mankiw and Mark P. Taylor, Economics.	TBC	Short run Economic Fluctuations
Test: Tuesday 6th March, 18:00				
24	Mar 12 th	N Gregory Mankiw and Mark P. Taylor, Economics.	TBC	Short run Economic Fluctuations
25	Mar 19 th	N Gregory Mankiw and Mark P. Taylor, Economics.	TBC	Short run Economic Fluctuations

Coursework

The importance of coursework

Coursework is compulsory and failure to participate in coursework is interpreted as evidence of lack of academic progress. In severe cases, students with poor academic progress can be required to withdraw from the University (even before the final examinations). Your academic progress is monitored throughout the year and failure to complete coursework indicates that you are effectively not taking the module – and therefore don't deserve to take the final exam.

Preparation and submission of assignments

- ❖ Assignment question sheets are normally available at least two weeks before the submission deadline via Moodle. (Module supervisors may, at their discretion, make assignment questions available earlier than this.)



Moodle can be found here: moodle.essex.ac.uk/

- ❖ It is your responsibility to obtain a copy of the assignment questions.
- ❖ While you may study the subject matter covered by an assignment with your friends, it is important that your assignment is *all your own work*. It must adhere to the University's rules and department conventions on good practice. If you have any concerns about whether your assignment breaches the rules, please seek advice from your class teacher or module supervisor.

Be careful not to copy other students' submissions, and don't allow others to copy yours.



Advice on authorship and plagiarism can be found here: www.essex.ac.uk/plagiarism/

- ❖ Your coursework must be submitted via FASER which is an online coursework submission and feedback system used for the Economics Department. Where relevant, you can use it to check coursework deadlines, upload coursework and receive electronic feedback all in one place.
faser.essex.ac.uk
www.essex.ac.uk/it/services/learning-technology/
- ❖ Submissions via email or fax are not permitted and you cannot submit your assignment to the lecturers or class teachers.
- ❖ While it is recommended that assignments are word-processed this is not obligatory - handwritten assignments are permissible if the handwriting is clearly legible.
- ❖ Any handwritten assignments/graphs would have to be scanned and attached to the rest of your assignment before uploading to FASER.

- ❖ An email message will be sent to you as a receipt for submission of your assignment. Make sure you keep a copy of this email message because it is the only acceptable evidence that your assignment has been received.
- ❖ Assignments must be submitted no later than 12:00hrs mid-day (not midnight) on the day of the deadline. You may submit assignments any time during the week preceding the deadline – it is in your interests to submit well before the deadline.

Coursework Deadline Policy

Zero marks for late submission

The University's policy for the late submission of coursework applies uniformly for all undergraduate modules. The policy states that all coursework submitted after the deadline will receive a mark of zero.

No extensions to deadlines will be granted

The policy states that the mark of zero shall stand unless you submit satisfactory evidence of extenuating circumstances that indicate that you were unable to submit the work by the deadline. More information about extenuating circumstances relating to late submission of coursework is available via the Registry.



Full details relating to late submission of coursework and the relevant forms can be found via the Registry web pages:

www.essex.ac.uk/students/exams-and-coursework/late-submission.aspx

What the University policy means for you:

- ❖ You should complete your coursework well ahead of the deadline. You are encouraged to submit coursework in the week before the deadline. Your target completion date should be one week before the deadline. Make every effort to complete work by the target date.
- ❖ If you submit after the deadline, the mark is zero. No extensions are granted.
- ❖ If you experience difficulties in completing your work, you must make every effort to contact the relevant Administrator *before* the submission deadline. Always contact the department that runs the module.
- ❖ Answer guidelines ('solutions') for assignments are normally made public seven days after the deadline. As soon as the answer guidelines have appeared you will receive a mark of zero, *no matter what your circumstances*.

The department has a Late Submissions Committee which deals with claims of extenuating circumstances for work which was not submitted by a deadline for reasons beyond your control. You make your claim by submitting a Late Submission of Coursework Form with any evidence i.e. medical certificate, along with your coursework, **within seven days** (including weekends and bank holidays) of the deadline. The Late Submissions Committee will decide whether your work should be marked and whether that mark will count towards your formal assessment (which means the mark will be instated).

It is important to note that you use this form to request instatement of your marks on the basis of extenuating circumstances which *directly prevented you from handing in your work by the deadline*. A claim that you needed more time will not be accepted and the committee will not consider circumstances such as oversleeping, or confusion about the deadline as acceptable.

Please note the Late Submissions of Coursework form is different to the university's Extenuating Circumstances form:

Late Submission forms are used for particular pieces of coursework only, and will not be taken into consideration for anything more than this.

Extenuating Circumstances forms are submitted towards the end of the year and enable you to explain the effects of any circumstances that adversely affected your performance over the whole or any part of the academic year. Your extenuating circumstances form should generally deal with significant problems that affected you beyond any particular late piece of work.

If you hand in a late assignment or miss a midterm test – use the Late Submissions form.
If you've suffered circumstances which have affected your performance for a significant part/all of the academic year – use the Extenuating Circumstances form.

Attendance at tests

- ❖ Attendance at tests is compulsory on the day and time specified for the test. You will not be allowed to take a test at another time — the reason is simply to preserve the fairness and integrity of the test.
- ❖ It is your responsibility to check the dates, times and locations of all tests in your modules.
- ❖ Please arrive at the test room about five minutes before the test commences. Make sure that you bring your registration card with you. This will be checked during the test to confirm your identity and attendance.
- ❖ Contact the module supervisor if you are unsure about the duration of the tests, the number of questions you will be required to answer and the amount of choice you will be allowed.
- ❖ Cheating in a test is an academic offence and will be dealt with accordingly.
- ❖ If you are absent from a test your mark will always be recorded as zero.
- ❖ If you are unable to attend a test due to extenuating circumstances then you need to fill in a late submission of coursework form and hand this in to the first year undergraduate administrator along with any supporting documents so that you will be able to take the make-up test.
- ❖ Once results are published after each test a make-up test will be held on a date and time at the discretion of the department. There will be one, and only one opportunity to take a make-up test.
- ❖ You can only sit a make-up test if you have either failed the original test (achieved 39% or less) or were unable to sit the test due to extenuating circumstances.
- ❖ You cannot take a make-up test just to improve on your mark.
- ❖ Marks in make-up tests will be capped at the pass mark of 40%, except when there are satisfactory extenuating circumstances.

Assessment of assignments and tests

- ❖ Class teachers mark assignments and tests with guidance from the module supervisor.
- ❖ The module supervisor is responsible for maintaining a consistent standard of marking.
- ❖ Appeals against an assignment or test mark should be made initially to the class teacher. If agreement cannot be reached, the module supervisor should be approached. If agreement with the supervisor cannot be reached, an appeal may be made *in writing* to the Head of Department.
- ❖ Marked assignments and tests are normally returned to students within 4 weeks of the submission deadline.
- ❖ You are not permitted to re-submit assignments or re-take tests in order to raise your mark. Therefore you should take special care in advance to prepare your assessed work.
- ❖ Marked assignments and tests must not be discarded (either by students or markers) during the academic year.
- ❖ Module supervisors who set the assignment or test questions are also responsible for providing guidance to answering questions in a form that can be accessed by students following the return of marked work. The guidance should explain, as appropriate, the extent to which there exist several acceptable ways of answering the question (i.e. you should not misread the guidance as necessarily expressing the *only* correct answer to the question).

Participation in lectures and classes

Lecturers and class teachers (normally, but not exclusively, Graduate Teaching Assistants) have discretion about how to conduct teaching sessions but they are expected to comply with the following guidelines unless they have good reason to do otherwise.

❖ Lectures

In lectures, students should respond to questions posed by lecturers, and lecturers should encourage the active engagement of students whenever possible.

Students should feel free to ask questions in lectures but these will normally be for clarification and the lecturer may reserve answers to substantive issues for the end of the lecture or another occasion (e.g. classes or individual meetings).

The lecturer may decide that lectures should occasionally take the form of discussions, according to the topics covered.

❖ Classes

Teachers should actively encourage student participation in classes and should not treat classes simply as occasions on which course material is presented to students (i.e. classes should not be “mini-lectures”).

The nature of the material covered will often influence the form of participation, which includes: (a) working through exercises; (b) student presentations; (c) engagement in discussions.

While it is recognised that students are sometimes obliged to be absent from a class, in the event that they have been designated to make a class presentation, it is important to ensure that the teacher receives advance notice of the absence – students must not simply fail to appear on occasions when they are expected to make an oral presentation.

Teachers should encourage the participation of all students, though not necessarily all students in every class. Teachers should try to make students feel at ease and must take care not to embarrass or humiliate students. All students must be provided with equal opportunities to participate.

Students should expect to receive advance notice of the material to be covered (e.g. exercises or topics for discussion) to provide reasonable time for preparation.

The participation should include discussions among all students present and not restricted to a dialogue between the teacher and student.

It is expected that students will participate actively in classes, following the guidance of the teacher.

Attendance monitoring (Count-me-in) and absence from sessions

Your attendance at lectures and classes has a significant impact on how successful you are in your studies. At Essex, we monitor attendance so we can identify students who may need guidance and support.

You'll need to record your attendance at teaching events using your registration card and the electronic reader in the teaching room. Just 'tap in' for every timetabled teaching event you attend.

You should not tap in for someone who is not attending the class; and also you should not tap in if you then immediately leave the teaching event. This may result in disciplinary action being taken against you.

If you lose your card or it is faulty, go to the Student Services Hub to get a new card (a fee may be applicable). If you attend a teaching event but are unable to record your attendance as you don't have your registration card, please complete a Forgotten, lost or faulty registration card form via the myEssex student portal. Your department will normally record you as present for up to seven days in the case of a lost card. Another notification from you in the same term does not normally result in you being recorded as present.

For more information on attendance, and for links to forms and guidelines visit:
www.essex.ac.uk/see/attendance

If you need to report an absence from a teaching event, test or exam due to medical or other circumstances you should do so by completing the relevant form in myEssex for a notified absence. We will consider the reasons and may record it as an authorised absence. Be aware that you may need to provide evidence, including medical evidence if relevant.

Please contact your Personal Tutor, department staff or the Student Services Hub for advice and support, particularly if you are going to be absent for several weeks

Avoiding academic offences

The commonest academic offence is **plagiarism**. The University takes plagiarism very seriously, and penalties are harsh. Here's how to avoid it:

❖ **Never copy from your friends** or give them access to your finished work. It is fine – even encouraged – for students to work in groups but copying from one another is strictly prohibited.

❖ **Don't copy from the internet** (or anywhere else) directly into your submitted work, unless you are careful to ensure that all the passages you include are enclosed in quotation marks: beginning with “and ending with” you must also cite the source of the text between the quotation marks.

❖ It is **NOT** sufficient merely to add a citation for the source of copied material following the copied material (typically the end of a paragraph). You must include the copied material in quotation marks. Otherwise, you have committed an academic offence.

❖ **Ignorance of the rules is no defence.**



The formal University Regulations regarding academic offences can be found online: the Academic Offences Policy applies to all students
www.essex.ac.uk/about/governance/policies/academic-offences.aspx.

Carefully read the guidance below and ask a member of staff (e.g. the First Year Director of Undergraduate Studies) if you have any concerns about interpreting the rules.

Don't make the work of others seem as your own.

This is one of the most serious offences, which together with other forms of academic offences is taken very seriously by the University, with severe penalties such as receiving a mark of zero for a piece of work, or in certain circumstances being required to withdraw from the University.

You must reference your sources properly, and failure to do so may lead to a charge of an academic offence.

When submitting any piece of work (e.g. assignment) you will be required to acknowledge any assistance received or any use of the work of others.

What are 'academic offences'?

An academic offence in examinations...

...includes copying the work of another student or communicating with another student in the examination; and introducing any written, printed or electronically stored information into an examination, other than material expressly permitted in the instructions for that examination.

An academic offence in coursework...

...includes using the work of others (whether copied from the internet, written, printed or in some other form) without acknowledgement, whether this has been the result of serious negligence or of intention to deceive. **You must learn how to reference correctly.** Familiarise yourself with the guidelines on referencing. If you are still unclear about referencing you must consult your teacher or the First Year Director of Undergraduate Studies. Ignorance of the regulations will not be accepted as a defence against a charge of an academic offence or serious negligence in referencing.

It is also an academic offence if you repeat work previously submitted for assessment without full acknowledgement of the extent to which that previous work has been used.

Do not hand in the same or a very similar essay to one that you have already submitted. This applies to work submitted in a previous academic year or at a different institution (before you came to Essex).

It is an offence for a student knowingly to assist another student to commit an academic offence, whether in an examination, or in any other piece of work.

Sometimes students who have been working together end up submitting almost identical work and are accused of an academic offence. While we do not want to dissuade you from working with or discussing your work with another student, you must be careful that you do not collaborate too closely. Before you submit your work you should consult your teacher or the First Year Director of Undergraduate Studies if you have any concerns about the limits of collaboration. Ignorance of the regulations is not an acceptable defence.

Never falsify evidence, including statistical results or data.

Remember, you may be called upon to justify any part of your assessed work.

When repeating a period of study (perhaps intermitting or required by an exam board to repeat the year) you must be aware that a penalty of zero for an academic offence will be carried forward onto your marks grid for the repeat period of study. Students are not permitted to expunge (wipe out) penalties when repeating a period of study.

Details of the University's Regulations relating to academic offences

www.essex.ac.uk/about/governance/policies/academic-offences.aspx.



Guidance about how to avoid plagiarism can be found online. This guidance includes definitions of plagiarism, an online test and some common mistakes.

www.essex.ac.uk/plagiarism/



Guidelines for good practise in assessed work

The following guidelines are intended to support your good practise and to ensure that you do not contravene the University Regulations.

- ❖ Check the online advice about how to avoid plagiarism (www.essex.ac.uk/plagiarism/)
- ❖ Never copy the work of any other student, past or present, whether at this University or any other. Do not let other students have access to work which you will submit. If another student (whether or not you collaborate in the deceit) copies your work, it may be difficult to determine who has copied from whom and you may be accused of an academic offence.
- ❖ When you prepare your work for submission make sure that it is done independently of other students. It is quite acceptable for you to work with another student or in groups but for all economics modules what you submit is your own, individual and exclusive responsibility. If the results of any discussions with other students might be reflected in your submitted work you must acknowledge this.
- ❖ You are advised to keep all your working notes (which might be shared with others) separate from your own submission and write this entirely independently from others. In this way the chance is remote that there could be any accusation of unfair practices.
- ❖ If you take notes from any published or unpublished article, book or files which you have obtained electronically (from the internet or wherever), write all direct quotations in inverted commas in your notes. This way you will be aware of which parts of your notes are your own words and which are those taken from the source you are reading. Also, when you are writing up your work for submission you will not then inadvertently copy what you have read directly into your work without quotation.
- ❖ All direct quotes from a published or unpublished work must be enclosed in quotation marks and followed by a page reference.
- ❖ You should explicitly acknowledge the assistance of other people who have given substantial help in the completion of your work. For example, if you are provided with computing support for a task which you could not have otherwise undertaken and which you could not subsequently reproduce on your own, this should be acknowledged explicitly. Similarly, help from other students must be acknowledged explicitly. Informal conversations with your class teacher or module supervisor need not be acknowledged.

If you have any doubt about whether you may breach the regulations on academic offences, seek advice from your class teacher or from the module supervisor. If you are still unsure, contact either the Director or the Deputy Director of First Year Undergraduate Studies.

The department's honour code

- ❖ The act of collecting this EC100 booklet is evidence that you are aware of the university regulations and department guidelines.
- ❖ All assignments must be accompanied by a cover sheet acknowledging that the university's rules on academic offences and unfair academic practises have been understood.

Final examinations



A student guide to examinations at Essex can be found here:

www.essex.ac.uk/students/exams-and-coursework/default.aspx

- ❖ The final examination is 3 hours long.
- ❖ All final examinations take place in May and June, during the summer term.
- ❖ The syllabus, together with the module outline and reading list, determine the coverage of the final examination questions. It is this published information that is definitive, not guidance offered by module supervisors, class teachers or anyone else. Teachers are entitled to offer advice about the topics to prepare for an examination. Such advice may be useful as guidance but it is **not** definitive. Only published statements, in writing, made with the authority of the Head of Department should be interpreted as amending the scope of an examination.
- ❖ You are entitled to be informed of the rubric (number of questions on the paper, number to be answered and their weight) of each examination well before the examination.
- ❖ Teachers are encouraged to provide guidance (as part of their normal teaching) about how you should answer the sorts of questions that are commonly encountered in examinations.



Advice on dealing with exam stress can be found here:

www.essex.ac.uk/students/health-and-wellbeing/exam-anxiety.aspx

- ❖ Dictionaries are not permitted in examinations unless the rubric of the examination specifically states that candidates may use a dictionary, for example a translation dictionary may be permitted in certain language examinations. Electronic dictionaries are never permitted to be used. It is an academic offence to take a dictionary to an examination where it is not permitted. Unless you are informed otherwise, you should assume that dictionaries are not permitted in any economics examination.
- ❖ Electronic calculators are normally permitted in economics examinations. You must bring your own battery or solar powered calculator. None are provided by the Examinations Office. Your calculator must not have any textual information stored in it. Calculators will be checked during examinations and if any illegal textual information is found it will be confiscated and you will be reported on suspicion of

committing an Academic Offence. Note carefully: although calculators are permitted, *you must show your working in your examination answers* (otherwise you will lose marks).

- ❖ The timetable of examinations is normally published towards the end of March and is determined by the Examinations Office (in the Academic section), not by the department. Complaints about the timing of examinations should be made to the Examinations Office, room 6.105. The department does not determine the examination timetable and has no control over the timing of any final examinations.

Please note: Examinations may take place on Saturdays



For all information visit the Examinations Office webpage's:
www.essex.ac.uk/students/exams-and-coursework/default.aspx

Examination results

Detailed examination results for undergraduate students are published normally within 48 hours of the relevant Board of Examiners meeting. These are published on the university website and individual students can access their own results (and for no other student) using their university login and password.

Re-marking of final examination scripts

Requests for re-marking of final examinations are not granted! The reason is that final exams, which count towards your degree, are all *double marked*, i.e. each script is marked separately and independently by two examiners. Hence, requests for re-marking are really requests for a third marker and these are refused.

Academic support for students taking resit examinations

The department offers academic support for first year students taking September resit examinations in the form of a revision class. Details will be emailed to you nearer the time.

Anonymity of final examinations

All your final examinations are marked anonymously, i.e., your identity is not known to the examiners (you are assigned a random 'candidate number').

Economics coursework is not anonymous: your name appears on all your assignments. The formal economics department policy is:

“the department does not oppose anonymous coursework but would adopt the practice only when University policy requires it to do so, or if representations from economics students consistently favour anonymous coursework.”

The reason for this policy is that economics students have, in the past, preferred that their names should appear on their coursework. Given that the introduction of anonymous coursework will impose an additional administrative cost, the department will adopt the practice only when there is good cause to do so.

Teaching, Learning and Assessment Strategy in the Department of Economics

The department adopts various teaching modes – lectures, classes, seminars, computer lab instruction and one-to-one supervision – appropriate to the material covered and students' needs.

Students are assigned learning tasks (e.g. required readings and exercises) that provide them with the scope to develop independent learning capabilities. The practise of learning by doing contributes to gaining important reasoning skills.

The department recognises that different assessment methods are needed to provide an accurate reflection of students' achievements depending on subject matter. Assessment methods are:

- ❖ Coursework assessment.
- ❖ A final examination towards the end of the academic year reflects each students' overall achievement in each module.

Teaching

The two hours of lectures per week deliver an appreciation of the framework within which students learn the set subject matter. Lectures typically do not cover all the required material. Rather, the lecturer focuses on crucial points of analysis and provides guidelines for students to clarify and expand their understanding of the subject through independent study and in classes (of 10-20 students).

In modules that emphasise problem solving, classes work through exercises. In other modules class discussions explore particular models, policies or controversies.

Learning strategy

Students' learning experiences are complementary with their participation in formal teaching events aided by learning resources, therefore developing personal initiative, planning skills and independence of mind.

The department's view is that feedback is most effectively provided by informal interactions between students and teachers. Teachers hold publicised office hours and are available by appointment at other times too. Much of the feedback is provided orally or via email, thus enabling feedback that directly addresses students' concerns and permitting immediate clarification or discussion. More formal feedback encompasses:

- ❖ Marked assignments and tests enable students to evaluate their achievements. A class is normally devoted to reviewing each piece of marked work thus enabling students to further expand their understanding of the subject.

Coursework is compulsory in all modules, though recognising that students' acquisition of knowledge accumulates beyond the conclusion of teaching, greater weight is normally given to the final examination in the overall mark for the module.

Module supervisors: Jacopo Mazza (Au) Prof Sule Alan (Sp)

❖ **Contact details:**

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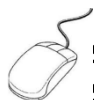
Phone: 2707

Email: salan

Module administrator: Student Administrator, Hannah Tagg, email: htagg@essex.ac.uk office number: 5B.209



Department of Economics website: www.essex.ac.uk/economics/



Student Services Hub – university wide student administration (1st Floor, Silberrad Student Centre): <http://www.essex.ac.uk/students/contact/default.aspx>



Central timetable office: www.essex.ac.uk/students/course-admin/timetables.aspx



Login to your individual timetable: www.essex.ac.uk/timetables



View the full Rules of Assessment and how to progress to the next year: www.essex.ac.uk/students/exams-and-coursework/ppg/ug/default.aspx

Staff-Student Liaison Committee (SSLC): a committee of student representatives of the department, chaired by the department's Student Liaison Officer. Please see the University's code of practice for student representation within departments at:



SSLC: http://www.essex.ac.uk/quality/student_representation/sslc.asp



Student Support web pages: <http://www.essex.ac.uk/students/contact/default.aspx>

The Disability Team (based in Student Support) co-ordinate the provision of facilities and support for students with

- ❖ Disabilities
- ❖ Specific Learning Difficulties (SpLD) such as Dyslexia
- ❖ Medical Conditions
- ❖ Temporary Conditions (eg broken limbs)
- ❖ Mental Health Conditions

The Disability Team can offer advice and information on

- ❖ Academic Support
- ❖ Access Centre Assessment (Assessment of Need)
- ❖ Accommodation (allocation and adaptations for disabled students)
- ❖ Buildings and Access
- ❖ Computer Hardware and assistive software
- ❖ Disabled Students Allowance (DSA) for computer equipment, non medical helpers or other educational costs
- ❖ Dyslexia Tuition (including one to one tuition or study skills workshops)
- ❖ Equipment loan
- ❖ Exam arrangements for students who require alternative arrangements to allow them to access the exam (please apply as soon as possible, no arrangements can be made after the end of January).
- ❖ Non medical helpers including note takers, readers and academic assistants
- ❖ Taped lectures

For further information contact:

The Disability Team, Student Support

Telephone: (01206) 874000

E-mail: askthehub@essex.ac.uk

Room: Student Services Hub, First floor, Silberrad Student Centre

The Economics Student Liaison Coordinator for 2017-18
is Dr Karen Khachatryan, see contact information on page 21

If you believe that you suffer from a disability that adversely affects your studies, you should seek advice from the disability team in Student Support or the Economics disability liaison officer. Any information you provide will be regarded as confidential. The disability team will advise you and the department about what actions should be taken to mitigate the impact of your disability. The department will then make every effort to implement the recommendations of Student Support.

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