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**FACULTY OF ECONOMICS AND FINANCE**

**DEPARTMENT OF ECONOMICS**

**STUDY GUIDE**

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| **NAME OF THE PROGRAMME**  **DIPLOMA IN ECONOMICS**  **Dip (Economics) - NQF Level 6 (360 credits)**  **Qualification code: DPES20**  ***SAQA ID: 104767, CHE NUMBER: H/H16/E087CAN*** |
| **NAME AND CODE OF MODULE:**  **ECONOMETRICS II**  **ECT316D** |
| **MODE OF DELIVERY: CONTACT** |

**Compiled by Mr. BK MDLALOSE**

**Year: 2024**

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# SECTION A: ORGANISATIONAL COMPONENT

## 1. INTRODUCTION

### Message of Welcome.

**Dear Student**

**Welcome to Econometrics II (ECT316D)**

Time Series Econometrics is the branch of econometrics that deals with data set that tracks sample overtime. In particular a time series allows one to see what factors influence certain variables from period to period. Time series analysis can be useful in analysing how a given economic variables changes overtime.

This module presents simple and multiple regression models and estimation techniques, the normality assumption in econometric modelling, multicollinearity, heteroscedasticity and autocorrelation, model specification, diagnostic testing and data management, introductory econometric modelling techniques such as ordinary least squares, the use of dummy variable regression models as well as regression models that use qualitative responses. Furthermore, the module introduces students to the use of Econometrics software packages and emphasises practical laboratory sessions over and above normal lectures and tutorials with the total

notional time of 120 hours in the first semester of 2024.

Because this is a partially contact and online module, you will need to make use of the Brightspace platform to study and complete the learning activities for this module. Visit the Brightspace platform frequently for any communication regarding Econometrics II module. The student’s co-operation and hard work will be essential to make success of this course.

I trust that you will enjoy the course and find it interesting and informative.

### 1.2 1.2 Instructional Teaching and Learning Pack: Introduction.

The purpose of the study guide is:

* To serve as a frame of reference for the contents of the course.
* To guide the students and the lecturer in preparing for the lecturers
* To provide guidelines for self-study
* To form the basis for the presentation of the course.

### 1.3 My teaching philosophy.

I do not favour individual enterprise as a Lecturer. Because our workshops will be interactive, students will have the opportunity to take part in in-class discussions. For students to comprehend the relevance of the module and be able to apply the examples to real-world problems, I think it is important to use concrete economic examples. I'll let groups develop to work on each chapter's revision. All parties (the lecturer, tutors, and students) participating in all learning activities mandated for the module is an effective learning paradigm.

All students are expected to engage in all class activities, and rewards will be given for doing so. Homework will also be given to assess the students' comprehension. Keep in mind that acquiring knowledge is the most valuable resource for the economy and that learning is the most significant economic process.

### 1.4 The structure of the study guide

The study guide consists of two sections:

* The *Organisational* *Component*: This contains information related to the syllabus, the NQF requirements, the outcomes of the course, information on the lecturer, lectures, assessment, assignments, and examination dates.
* The *Study* *Component*: The aim of this section is to guide you in your studies by setting learning objectives.

## 2. CONTACT INFORMATION

### 2.1 Staff contact information

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NAME** | **CAMPUS** | **ROOM NO** | **TEL NO/**  **E-MAIL** | **CONSULTATION TIMES** | **ACADEMIC FUNCTION** |
| Mr. Mdlalose | Ga-Rankuwa | Office 20-206 | mdlalosebk@tut.ac.za | | **Lecturer** |
| Mrs. Lenah Madiba | Ga-Rankuwa | Office 20-206 | [MadibaL@tut.ac.za](mailto:MadibaL@tut.ac.za) | | **Department Administrator** |
| Ms. Dlamini | Ga-Rankuwa | Building 2 | [DlaminiHC@tut.ac.za](mailto:DlaminiHC@tut.ac.za) | | **Head of Library** |
| Mr. Luvhimbi | Ga-Rankuwa | Building 2 | [LuvhimbiFJ@tut.ac.za](mailto:LuvhimbiFJ@tut.ac.za) | | **Information Librarian** |

### 2.2 Staff availability

Please make an appointment outside office hours and leave a message for the person in charge (departmental administrator) if the Lecturer is not available. Please make a reservation with the lecturer in advance. We try to respond to class-related emails within 24 hours on weekdays.

### 2.3 The class representatives

Furthermore, the lecturer will communicate with the class representatives regarding issues of concern. It is the class representative’s responsibility to communicate the information to all the students. The students will elect two class representatives for this course democratically during the first lecture. The students are supposed to communicate with their class representatives with day-to-day class activities for smooth interaction throughout the course. The class representatives should bring every major concern of students to the attention of the subject head as soon as possible.

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| --- | --- | --- |
| **Class Representative’s Name** | **Contact Number** | **E-mail** |
| 1. |  |  |
| 2. |  |  |

### 2.4 The communication channels

Communication from the lecturer will be done through the following channels:

* The class representatives
* Brightspace platform

## 3. **PRESCRIBED AND RECOMMENDED MATERIALS AND RESOURCES**

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| **3.1** PRESCRIBED RESOURCES |
| **Textbooks** |
| * Gujarati, D., N. (2003), *Basic Econometrics*. |
| **Recommended textbook** |
| * Wooldridge, J., M. (2020). *Introductory Econometrics: A Modern Approach* |

## 4. **SEMESTER PLAN**

### 4.1 Units, unit schedule, student activities and assessments

The following outline provides an overview of the content to be covered in this subject.

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Duration: Number of contact session** | **Theme** | **Student Preparation** |
| 1 | 2 | Multiple Regression Analysis with qualitative information | Read Chapter 7 |
| 2 | 2 | Heteroskedasticity | Read Chapter 8 |
| 3 | 2 | More on Specification and Data Issues | Read Chapter 9 |
| 4 | 2 | Basic Regression Analysis with Time Series Data | Read Chapter 10 |
| 5 | 2 | Further Issues in Using OLS with Time Series Data | Read Chapter 11 |
| 6 | 2 | Serial Correlation and Heteroskedasticity in Time Series Data | Read Chapter 12 |
| **Note:** Students should revise concepts discussed in class and answer practice questions that will be provided. | | | |

## 5. **ASSESSMENT RULES AND REGULATIONS**

### 5.1 Specifications and guidelines for the submission of assignments

* Assignment return date will be determined by the lecturer.
* An original copy of the assignment must be submitted via Brightspace platform
* Assignments are due on the specified date by 00h00 midnight
* No hard copy assignment will be accepted
* In the rare instance of the student not being able to submit an assignment (due to illness or the death of a family member) the lecturer must be informed within **48** hours. In the case of illness, a medical note must be submitted to the guardian lecturer within **48** hours. If the sick note is faxed, it is the responsibility of the student to make sure that the note was received. In the case of the student attending a funeral, the funeral letter must be submitted to the guardian lecturer no later than **48** hours after the funeral.

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### 5.2 Policy on absence from the tests

It is mandatory that students write all the tests as scheduled. In the rare instance of the student being unable to attend or arriving late for these learning experiences (for example: illness, death of family member), the following procedures are to be followed:

* Inform the subject lecturer within **48** hours.
* In the case of illness, a medical note must be submitted to the guardian lecturer within **48** hours. If the sick note is faxed, it is the responsibility of the student to make sure that the note was received.
* In the case of the student attending a funeral, the funeral letter must be submitted to the guardian lecturer no later than **48** hours after the funeral.
* The student must arrange with the subject lecturer to write the test in the next scheduled re-write time.
* If a medical note or funeral letter is not submitted, a **zero** mark will be allocated.
* If student are more than **30** minutes late for a test, he/she will not be allowed to write the test and 0% (zero) mark will be given.

### 5.3 Academic dishonesty

**Plagiarism**

Plagiarism, is broadly defined as including, but is not limited to:

1. Using published work without correct referencing (the most common)
2. Copying coursework essays or allowing one’s work to be copied
3. Using work previously submitted for another award
4. Collaborating with any other person when the work is supposed to be individual
5. Taking another person's computer file/program/designs/drawings and presenting these as your own
6. Submitting another person’s work as one’s own
7. The use of unacknowledged material published on the web
8. Purchase of model assignments from whatever source
9. Copying another student’s results
10. Falsifying results

Plagiarism will not be tolerated. Please refer to the prospectus and student diary for detailed information on plagiarism. Despite the fact that students are encouraged to work together on projects, any final submission for a project, workbook, assignment, or exam must be an independent piece of work from the individual student unless clear directions are given otherwise, such as in the case of a group project.

* If a student submits work that is substantially similar to that of a fellow student, the matter will be investigated. Both students may be penalized.
* If the student disagrees with the marking of a particular assignment, he/she can request a remark of the paper within two weeks of assignment release date. This request should only occur after unsatisfactory consultation with the marker. The lecturer will arrange for another lecturer to mark the assignment. An unmarked copy of the assignment must be submitted to the subject lecturer.

***I have read the above-mentioned rules and regulations and signed.***

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### 5.4 Moderation and marking of assessments

All the assessments will be internally moderated. It is the responsibility of the lecturer to mark all assessments and return them within a reasonable timeframe which is two weeks after the assessment date. A memorandum will not be provided to the students. All queries on marks will only be addressed after the students have received their tests back.

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### 5.5 Specifications and calculation of the predicates

The predicate mark will be comprised of two class tests, two summative tests and two assignment and will be calculated as.

|  |  |  |
| --- | --- | --- |
|  | **DATE** | **PERCENTAGE** |
| **Assignment 1** | **TBC** | 20% |
| **Class Test 1** | **TBC** | 10% |
| **Semester Test 1** | **TBC** | 30% |
| **Class Test 2** | **TBC** | 10% |
| **Semester Test 2** | **TBC** | 30% |
| **Final mark calculation** | (0.2\*ASS1+0.1\*CT1+0.3\*ST1+0.1\*CT2+0.3\*ST2) = 100% | |
| **Example** | (0.2\*50+ 0.1\*50+0.3\*50+0.1\*50+0.3\*50) = 50% | |

## 6. **CODE OF CONDUCT**

Please take note of the following regulations. These regulations are in addition to the standard rules and regulations as determined by the TUT. Please familiarise yourself with the TUT rules

### 6.1 Class attendance

Regular attendance of the class lectures is of primary importance. It is the learner’s responsibility to sign the register each week. A minimum of **80 %** class attendance is required**.** A sub-minimum of 50 **%** must be obtained in the examination irrespective of the year mark to pass the subject.

In rare instances the student may not be able to attend class (due to illness or a death of a family member). It is the responsibility of the student to obtain the work done during her/his absence. If the lecturer is late for class, the student representative must phone the departmental secretary to inform her of the problem. Students are only allowed to leave the class after 20 minutes if the secretary could not make contact with the lecturer and no other arrangements could be made.

### 6.2 Classroom behaviour

Students are required to arrive on time for lectures. Late students may not be allowed to the lectures. Students may be required **to leave lecture** because of any **disruptive** behaviour. Re-admission to the lecture will be based on the decision of the head of department after disciplinary process. Cell phones should be switched off during lectures tests and examinations. It is your responsibility to make a success of learning in this course. To this end you are encouraged to attend class, write set tests and hand in your assignment projects on the set due dates.

### 6.3 Grievance procedure

Students that are not happy with their assessment results may appeal to the lecturer for a remark, if this process is not satisfactory the student may appeal to the HOD in writing. The final appeal for grievance procedure relating to any unresolved issues will be dealt with by the Dean`s office.

# SECTION B: LEARNING COMPONENT

## 7. **MODULE SPECIFICATIONS**

### 7.1 The purpose of the module

The purpose of this module is to provide a useful technique to economics students to measure economic behaviour, economic outcomes, and the impact of economic policies. It is a crucial complement to economics as proper measurement underpins critical analysis. Moreover, students will be able to determine the relationship between variables and be able to make predictions given a model.

### 7.2 Module composition

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| **TOPIC 1:** **Multiple Regression Analysis with Qualitative Information**  **Learning Outcomes: Demonstration of the incorporation of qualitative data on the multiple regression model** | | |
| **Assessment Criteria** | **Teaching activities** | **Assessment method** |
| * Describe qualitative information. * Discuss and explain a single dummy independent variable. * Using dummy variable for multiple categories is covered. * Application of interaction on dummy variable is covered. * Discusses a Linear Probability Model. * Interpretation of regression results with discrete dependent variable is also covered. * Exercises at the end of the chapter are assigned to the students | * **Lecturer controlled**: Lectures * **Peer controlled**: Group Discussions * **Student controlled:** Self-study and tutorials | * **Formative:** Class discussion, oral presentations, assignments, and tutorial exercises * **Summative: T**ests and examination. |

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| **TOPIC 2: Heteroskedasticity**  **Learning Outcomes: Provide a detailed discussion about heteroskedasticity** | | |
| **Assessment Criteria** | **Teaching activities** | **Assessment method** |
| * Define heteroskedasticity * Discusses the consequences of heteroskedasticity. * Differentiate between normal and robust standard errors. * Demonstrates how heteroskedasticity is tested in the model. * Provides the revision of the Linear Probability Model. * Exercises at the end of the chapter are assigned to the students. | * **Lecturer controlled**: Lectures * **Peer controlled**: Group Discussions * **Student controlled:** Self-study and tutorials | * **Formative:** Class discussion, oral presentations, assignments, and tutorial exercises * **Summative: T**ests and examination. |

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| **TOPIC 3: More on Specification and Data Issues**  **Learning Outcomes: Discusses the model specification and issues associated with data** | | |
| **Assessment Criteria** | **Teaching activities** | **Assessment method** |
| * Discusses the functional form misspecification and the test that is used to detect misspecification. * Define Proxy variable. * Discusses when to use a proxy variable for unobservable variable. * Discuss model with random slopes. * Explain in detail the properties of Ordinary Leasts Square under measurement error. * Exercises at the end of the chapter are assigned to the students | * **Lecturer controlled**: Lectures * **Peer controlled**: Group Discussions * **Student controlled:** Self-study and tutorials | * **Formative:** Class discussion, oral presentations, assignments, and tutorial exercises * **Summative: T**ests and examination. |

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| **TOPIC 4:** **Basic Regression Analysis with Time Series Data**  **Learning Outcomes: Discusses basic regression using time series data** | | |
| **Assessment Criteria** | **Teaching activities** | **Assessment method** |
| * Define time series. * Discuss the nature of time series and provide the example of time series regression model. * Discuss the Finite Sample Properties of Ordinary Leasts Squares under Classical Assumptions. * Discuss functional form, dummy variables, and Index numbers. * Discusses the types of trends and how to detect seasonality. * Interpretation of regression results is covered. * Exercises at the end of the chapter are assigned to the students | * **Lecturer controlled**: Lectures * **Peer controlled**: Group Discussions * **Student controlled:** Self-study and tutorials | * **Formative:** Class discussion, oral presentations, assignments, and tutorial exercises * **Summative: T**ests and examination. |

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| **TOPIC 5: Further Issues in Using Ordinary Leasts Squares with Time Series Data**  **Learning Outcome:** **Demonstrates and** **discuss further issues associated with time series model** | | |
| **Assessment Criteria** | **Teaching activities** | **Assessment method** |
| * Define stationarity and weakly dependent time series. * Discusses the nature of stationarity and weakly dependent time series. * Discuss and explain in detail the asymptotic properties of the Ordinary Leasts Squares. * Discusses highly persistent time series in regression analysis. * Discusses dynamically complete model using practical examples. * Covers the indication of the absence of serial correlation in the model. * Provide a detail explanation about the Homoskedasticity Assumption in time series models. * Exercises at the end of the chapter are assigned to the students | * **Lecturer controlled**: Lectures * **Peer controlled**: Group Discussions * **Student controlled:** Self-study and tutorials | * **Formative:** Class discussion, oral presentations, assignments, and tutorial exercises * **Summative: T**ests and examination. |

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| **TOPIC 6: Serial Correlation and Heteroskedasticity in Time Series Regressions**  **Learning Outcomes: Discusses the nature of serial correlation and heteroskedasticity in time series regressions.** | | |
| **Assessment Criteria** | **Teaching activities** | **Assessment method** |
| * Discusses the properties of Ordinary Leasts Squares with serially correlated errors. * Demonstration of the process on how to test serial correlation. * Provide a discussion on how to infer on whether serial correlation present or not. * Demonstrate how to correct serial correlation with strict exogenous regressors. * Process on how to difference a time series regression is covered. * Discusses the incorporation of Heteroskedasticity on time series regressions * Exercises at the end of the chapter are assigned to the students | * **Lecturer controlled**: Lectures * **Peer controlled**: Group Discussions * **Student controlled:** Self-study and tutorials | * **Formative:** Class discussion, oral presentations, assignments, and tutorial exercises * **Summative: T**ests and examination. |

## 8. GLOSSARY TERMS

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| This course has many technical terms. You should be familiar with these terms and their meanings.  The learning guide to this course lists various learning objectives or competencies with each module, and these are described in terms of some verb: **identify, describe, distinguish, diagram, define, use, construct, explain, evaluate, compare, discuss**.  Students should be familiar with these terms and their meanings as these verbs will assist you on how you answer and approach questions during assignments, tests and examinations. In addition, these verbs clearly indicate what is expected of you from a particular task.  **Compare**: This involves [describing](http://users.manchester.edu/Facstaff/SSNaragon/Online/Misc/Terms.html#describe) two or more things (objects, practices, ideas, etc.), emphasizing those aspects where the things are similar and where they are different.  If the things have much in common, then the differences should be highlighted; if they seem widely dissimilar, then interesting commonalities should be mentioned.  See [*Distinguish*](http://users.manchester.edu/Facstaff/SSNaragon/Online/Misc/Terms.html#distinguish).  *Example*: A comparison of the methods of capital punishment would involve a description of lethal injection, the gas chamber, the electric chair (etc.), while highlighting the similarities and differences.  Here, the comparison would look not just at the technique, but how well the technique meets certain criteria (e.g., of not violating the “cruel and unusual punishment” protection of the U. S. Constitution).  **Construct**: All sorts of things require construction, but in a philosophy course these are usually limited to arguments and truth-tables.  A formal construction of an argument involves writing a list of numbered premises and a conclusion that can be inferred from the premises; an informal construction involves writing out, in a narrative form, the conclusion and the reasons for why the conclusion should be believed.  The construction of a truth-table requires drawing a table of rows and columns, with a separate column for each simple statement made in the argument, as well as for each premise and the conclusion. There need to be as many rows in the truth-table as there are possible truth combinations of the simple statements (viz., 2n, where ‘n’ is the number of simple statements).  **Define**: A definition is a verbal description of the meaning of some *general* term (e.g., we could define ‘human’ but probably not ‘Socrates’).  This skill might involve nothing more than remembering some learned definition; but to arrive at a definition on your own requires a close understanding of the thing whose name is being defined.  In general, when defining ‘X’, the definition needs to include all X’s, and exclude all non-X’s.  *Example*: One definition of ‘capital punishment’ is “the legally authorized killing of someone as punishment for a crime.”  **Describe** and **Explain**: In this present list of skills, ‘describe’ is most similar to ‘explain’; in some instances, they differ only in one’s intention.  A **description** will list some of the properties or features of a thing (or process or event, etc.), but an **explanation** will relate the thing or event to a larger context, thereby making it “more understandable” to a third party.  Offering a description might also do this (depending on which features are mentioned), but often a description simply will help a third party to recognize or [identify](http://users.manchester.edu/Facstaff/SSNaragon/Online/Misc/Terms.html#identify) the thing.  One might offer a bald description of the facts, without bothering to explain what they mean.  One might describe a single thing or event in isolation of its surroundings or any other context, but this isn’t possible with an explanation.  To explain something is always to make reference to a larger context that helps ground its meaning; or else to relate two or more things together in a way that makes each more understandable than were they described in isolation.  Finally, to describe something is to give a list of properties or qualities of a thing (or process or event, etc.), but to do this always with some purpose and sense of relevance in mind.  For instance, a description of Abraham Lincoln normally won’t mention that he possessed a nose and two feet, or that he was a human being.  Some properties are more important than others, which is determined by the context.  *Example*: A description of capital punishment would amount to little more than a definition of the term and the means by which it is carried out.  An explanation of capital punishment, on the other hand, might go in any of several directions — a sociological explanation (what it is about a certain society that makes the practice of capital punishment desirable or possible), or political (how certain political forces have led to its implementation, limitation, or rejection), or historical, etc.  **Diagram**: This is limited (in this course) to diagramming extended arguments.  More abstractly, a diagram is the [*description*](http://users.manchester.edu/Facstaff/SSNaragon/Online/Misc/Terms.html#describe) of something in a graphic form.  **Discuss**: A discussion involves examining the various reasons for and against some claim, or else a multi-faceted exploration of some topic.  The core meaning of ‘discussion’ is a conversation between two or more people, and so a discussion *here* should have at its heart the even-handed consideration of a topic, looking at it from various sides. This involves rather more than reciting facts or [describing](http://users.manchester.edu/Facstaff/SSNaragon/Online/Misc/Terms.html#describe) something.  It is closer to [evaluation](http://users.manchester.edu/Facstaff/SSNaragon/Online/Misc/Terms.html#evaluate), only it neither requires nor expects you to come down on one side of the issue.  You need to make use of background information surrounding that claim or topic.  *Example*: A discussion of capital punishment would mention some of the history of the practice, describe how it is carried out, and describe (and perhaps offer some evaluation) of arguments for and against the practice.  **Distinguish**: Closely related to [compare](http://users.manchester.edu/Facstaff/SSNaragon/Online/Misc/Terms.html#compare), this involves [describing](http://users.manchester.edu/Facstaff/SSNaragon/Online/Misc/Terms.html#describe) two or more things (actions, ideas, etc.) in such a way that highlights their differences.  **Explain**: (See [*Describe*](http://users.manchester.edu/Facstaff/SSNaragon/Online/Misc/Terms.html#describe), above.)  **Evaluate**: An evaluation is similar in complexity to a *discussion*, the primary difference being that evaluations will make use of criteria for deciding whether one thing is better or worse than another, whether some practice is morally permissible, and so on.  *Example*: An evaluation of capital punishment would involve a discussion of the practice, and then an assessment of whether it is effective (in deterring would be criminals, in meting out justice, in making wise use of public resources), or whether it is moral, or whether it is constitutional, or some combination of these and others.  **Identify**: Identification typically involves little more than the ability to pick-out some X from a line-up of individuals; in other words, it involves recognition skills.  Sometimes ‘identify’ is used in the sense of [describe](http://users.manchester.edu/Facstaff/SSNaragon/Online/Misc/Terms.html#describe). |

## 9. ESSAY WRITING AND REFERENCING

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### 9.1 **Writing Essays**

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| **Guidelines for Essay Writing**  Learning to write is learning to think. You don’t know anything clearly unless you can state it in writing - S. I. Hayakawa  **Here are some suggestions which should guide you towards writing a good essay**.  Your basic aim in writing an essay is to convince your reader (in this case, your lecturer) that you understand the topic under discussion. And you convince us about this when you are able to write lucidly, logically, and succinctly about it, providing lots of explanation in the process.  There are a few bad essay-writing habits which tend to convince us of the opposite, namely that you do not understand what you are writing about. Avoiding these bad habits should almost assure you of writing an acceptable if not a good essay.  • It is a bad essay-writing habit, when you write a disjointed collection of random notes on the topic under discussion. Rather give your essay a logical structure, systematically building your argument up by letting each sentence, paragraph or whole section follow logically onto the previous one. Your reader must be able to understand why you discuss the things in the order that you do.  **Here are a few hints to help you put a logical structure to your essay.**  Start your essay with a short **introduction** where you briefly introduce your topic by placing it in a wider context and where you explain how you plan to go about dealing with that topic.  Divide the main body of your essay up in **various sections** and **sub-sections** each with its own heading. It is preferable that you number your sections.  At the end of each section (or at the start of the following section), try to write a so-called bridging sentence, in which you briefly indicate how the following section is logically linked to the previous one. This helps the reader to follow the logical flow of your essay. End your essay with a short conclusion in which you briefly summarise your main findings.  • **It is a bad essay-writing habit**, when you let your essay consist of a succession of summaries of the prescribed readings. Rather combine the subject matter of these readings into a single narrative with its own logical structure.  • **It is a bad essay-writing habit** when you copy your sources. There is the perennial problem that students, when they battle to understand the subject matter, tend to cover up their lack of understanding by copying sections of the prescribed literature or by using extensive quotations from it. Unfortunately, you have to express yourself in sentences that 40 are substantially of your own making. If you need to paraphrase the text of the literature do so really loosely, or else make an attempt to compose your own sentences. We cannot accept copying or close paraphrasing for various reasons.  First, it is plagiarism which amounts to cheating. In order to prevent you from handing in a plagiarised assignment, you are required to submit your assignment to a plagiarism check through a web program called ***Safe Assign***. Failure to do so will mean that we return your assignment to you unmarked earning 0%. Tshwane University of Technology has a zero tolerance for plagiarism. We are, of course, well aware that many students do not consciously cheat by plagiarising; they unwittingly plagiarise simply because they don’t know any better – also because we do not always make a big fuss about the dangers of plagiarism at undergraduate level. |

### 9.2 **Referencing**

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| There are various ways of citing your sources, but we recommend that you acquaint yourself with the Harvard Method, as it is the most widely used in economics. According to this citation system, you do NOT use footnotes to give the bibliographical particulars of a source, as is customary in other systems. Instead, the bare essentials to identify the source, such as the surname of its author, its year of publication and the page reference (where appropriate) are given in the text itself between brackets. Like this:  **Keynes (1936, p.129)** is of the opinion that unemployment is caused by insufficient demand.  or  Unemployment is caused by insufficient demand **(Keynes 1936)**.  When you give a direct quotation, you would for example write:  **Keynes (1936)** states that “the essential character of the argument is precisely the same whether or not money-wages, etc., are liable to change.”  or  It should be noted that according to **Keynes (1936)** “the essential character of the argument is precisely the same whether or not money-wages, etc., are liable to change”.  The information provided between brackets in the text should be sufficient to identify the source in the list of references at the end of your essay. The reader can then check the list of references for the full particulars of **Keynes (1936),** so that he or she can trace the book in a library or on the internet if necessary. When you give a direct quotation from a source or you wish to acknowledge a very specific idea or proposition made in that source, you should also provide the page number, so that the reader can more easily locate where in the source the relevant idea or proposition is mentioned. However, when you wish to acknowledge a broad idea which is the main message of a  Avoid including bibliographical detail in the text of your essay, like the initials of the author, the academic institution for which he or she works, or the title of his or her publication. For example, don’t write something like:  F.N. Gumede, on page 14 of her work Towards a Better Understanding of Microeconomics, expresses the opinion that….  Rather just write: **Hadebe (2016)** expresses the opinion that …. The reader is then referred to the list of references for further information about **Hadebe (2016)**. When a publication has three or more authors, only the first of the authors (in the order as appearing on the title page of the publication) needs to be mentioned in the text followed by “et al.”, which is an abbreviation of the Latin for “and others”. For example, instead of writing “**Zerihun, Mdlalose and Hadebe (2016)** express the opinion that …”, you can write “**Zerihun *et al*. (2016)** express the opinion that …”. However, in the list of references at the end of your essay, you will have to specify all authors again. In-text citations referring of material used. |

### 9.3 **How to present a list of references**

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| The entries in your list of references must be ordered alphabetically according to author’s surname. There is considerable variation in how the entries in a list of references are presented in the various academic publications. For the purpose of this module, we recommend that you stick to the following rules.  How a source is to be presented in your list of references differs according to the type of source:  **Book:**  Goodman, J. M. 2020. *Good Economics*. Pretoria: Good Book Publishers. 44 Notice that the title of the book is rendered in italics.  **Journal article:**  Goodman, J. M. 2020. Good Economics in South Africa. *Journal for Good Economics* 10: 25-35.  Note that the title of the journal, but not the title of the article, is given in italics. Note, also, that “10” refers to the volume number of the journal and “25-35” indicates the pages which the article takes up in the journal.  **Chapter in an edited book:**  Goodfellow, P. K. 2020. Good Economics in South Africa. In John M. Goodman and Mary B. Goodwoman (eds) 2020. *Good Economics in the World*. Pretoria: Good Book Publishers. Again, notice that the title of the book, but not the title of the chapter, is given in italics.  **Working paper:**  Goodman, J. M. 2020. Good Economics in South Africa*. Worldwide Society for Good Books*, *Working Paper 2020/36*. New York: WSGB.  Once again, note that the title of the working paper series, but not the title of the paper itself, is given in italics.  **Article in magazine or newspaper:**  Goodman, J. M. 2020. Good Economics in South Africa. Business Day, 11 September. Once again, notice that the title of the magazine or newspaper, but not the title of the article itself, is given in italics.  **Internet source:**  Goodman, J. M. 2020. Good Economics in South Africa. Tshwane University of Technology. https://www.tut.ac.za/occasionalpublications/201578.pdf. Accessed 11 September 2022. |

## 10. Final Remark

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| Please do not hesitate to contact us by email if you are experiencing problems with the content of this study guide or with any academic aspect of the module.  We wish you a fascinating and satisfying journey through the learning material and trust that you will complete the module successfully.  Enjoy the journey!  The ECT316D team  DEPARTMENT OF ECONOMICS |