

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management Sciences
with effect from Semester A 2017 /18**

Part I Course Overview

Course Title:	Statistical Methods II
Course Code:	MS5213
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

The aims of this course are to

- introduce the statistical concepts and methodology of linear statistical models. The curriculum emphasizes the use of regression modeling and analysis of variance techniques in solving business problems.
- develop students' analytic ability to integrate and apply the knowledge and quantitative skills, in particular linear statistical model methods, gained in the course to solve business problems.
- provide students with the opportunity to develop their skills in presenting the findings of their own project and explaining the implications of the results in a written report.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Formulate real-world business problems using linear model methods and interpret the results of their analyses.		✓	✓	✓
2.	Evaluate critically the use of linear model methods in solving business problems and assess their appropriateness, accuracy and limitations.		✓	✓	
3.	Demonstrate competence in using popular statistical software packages to analyze business data with linear model methods.			✓	✓
4.	Provide an opportunity for students to communicate the results effectively in written and electronic formats using common business practice such as the preparation and presentation of reports.			✓	✓
		100%			

A1: *Attitude*

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: *Ability*

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: *Accomplishments*

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lecture	Concepts and specific subject knowledge are explained	✓	✓					2.0
Class discussion	Problem and cases are given in class for discussion. Students will be asked to explore possible solutions to these problems and cases. The instructor will provide instant feedback and support for students' queries.		✓	✓				0.5
Computer laboratory sessions	Provide demonstration and hand-on experience of using statistical packages to analyse data sets. They have to formulate the problems into a statistics model and analyze the data with the support of the statistical packages.	✓	✓	✓				0.5
Project	A real-life case with data is assigned to the class. Students, who can work as group, have to analyze and explore issues related to the case. Then, they have to integrate the techniques learned in the course to analyze the data set and design an efficient solution for the problems presented in the case. Details of the findings have to be summarized in a written report.	✓	✓	✓	✓			N.A.

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: <u>40</u> %								
Project/Assignment	✓	✓	✓	✓			20%	
Test	✓	✓	✓				20%	
Examination: <u>60</u> % (duration: 3 hours, if applicable)								
Examination	✓	✓	✓				60%	
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Project/Assignment	Ability in using the appropriate statistical methods to solve the business problem	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of original thinking, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Little evidence of original thinking, little evidence of critical capacity and analytic ability; reasonable understanding of issues.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the case report.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.
Test	Core concepts and ideas; use of appropriate statistical methods	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Some evidence of grasp of subject, little evidence of critical capacity and analytic ability; reasonable understanding of issues.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the case report.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.
Examination	Core concepts and ideas; use of appropriate statistical methods	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

1. Introduction

Review of simple linear regression. Overview of the concept of linear models.

2. Multiple Regression Model

Formulation and assumptions of a multiple regression model. Inference of the regression parameters. General form of hypotheses testing.

3. Diagnostics and Remedial Measures

Diagnosis of residuals. Remedial actions when model assumptions are violated. Transformation of variables.

4. Model Building and Variable Selection

Standard criteria for comparing models. Cp and other criteria. Sequential F-ratios. Forward, backward and stepwise selection regression. Cp statistic and other criteria.

5. Related Topics in Multiple Regression Model

Multi-collinearity. Multiple and partial correlation coefficients. Use of indicator variables. Piece-wise linear regression model. Polynomial models. Non-linear regression models.

6. Analysis of Variance

One-way ANOVA. Meaning of model elements. Randomized complete block designs. Multi-factor studies. Interaction effects. Strategy for analysis and planning of multi-factor studies. Application of experimental design to business problems.

7. Regression Models for Non-normal Data

Logistic regression analysis. Poisson Regression analysis

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Nil

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Kleinbaum D G, Kupper L L, Muller K E and Nizam A, Applied Regression Analysis and Other Multivariable Methods, 4/e, Thomson, 2008
2.	Mendenhall W and Sincich T, A Second Course in Statistics: Regression Analysis, 7/e, Pearson, 2011
3.	Dielman T E, Applied Regression Analysis for Business and Economics, 3/e, Duxbury, 2001
4.	Kutner M H, Nachtsheim C J and Neter J, Applied Linear Regression Models, 4/e, McGraw-Hill, 2004