

Department of Economics, Carleton University
ECON 4905 A – Honours Capstone Seminar
Fall 2026

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Course delivery: In person (attendance is mandatory)

Course Brightspace page: <https://brightspace.carleton.ca/d2l/home/449403>

Algonquin Territory Acknowledgment

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Email policy

Students can expect a reply within two to three business days. To receive a timely reply, students should use their Carleton email address and include ECON 4905 as the first part of the subject of all emails. For additional information on email etiquette, [click here](#).

Course copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copyright protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Course description

The goal of this course is to develop an individual applied research project using microeconomic data. Each week, students will complete a section of their paper, thereby writing it incrementally over the course of the semester. In doing so, they will draw from the knowledge and experience accumulated throughout their degree. Students will be evaluated both on their own work and on the feedback provided to their classmates throughout the course.

Learning outcomes

The course aims for students to:

- Synthesize and apply the material learned throughout their degree, by carrying out a research project from start to finish.
- Develop the ability to communicate about research methodology and research results.
- Build competence and confidence exchanging feedback with peers about various aspects of economic research and knowledge creation.

Prerequisites and preclusions

Course prerequisites: ECON 2900 with a grade of C+ or higher, ECON 3900 with a grade of C+ or higher, and registration in an Honours Economics program. Students who believe they can be exempted from the listed prerequisites should contact the Department of Economics Undergraduate Administrator, Sean Hall.

Course preclusions: None.

Textbook

Students are not required to purchase textbooks or other learning materials for this course. However, they may find textbooks used in previous econometrics courses to be useful resources.

Statistical software

All empirical work will be done using Stata. Carleton students can download Stata [here](#) (no cost).

Identifying a research question and choosing a data set

Students are expected to develop an applied research paper using microeconomic data; i.e., data on individuals or households. With some exceptions, all students are expected to use data from the public-use microdata file that will be assigned by the instructor in the first week of class. This data can be accessed through the ODESI platform, accessible through the Carleton library website.

Class time will be given during the first week for students to identify a research question that is of interest to them using this data set.

Students who arrive to the first week of class with a clear idea of a research question using a different data set may contact the instructor **no later than September 16** to discuss the possibility of using this alternative data. Each request will be evaluated on a case-by-case basis and may be denied.

Course evaluation

The course will be graded as follows:

Evaluation	Grade %	Date	Delivery
Assignment 1A: Overview of data set	2.5	Sep. 14	In-person
Assignment 1B: Identifying a research question	5	Sep. 14	In-person
Assignment 1C: Documenting key variables	2.5	Sep. 21	In-person, take-home
Assignment 2A: Sample choice	5	Oct. 5	In-person
Assignment 2B: Basic descriptive statistics	5	Oct. 5	In-person
Assignment 3: Literature review	5	Oct. 19	In-person, take-home
Assignment 4A: Replication exercise	7.5	Oct. 5	In-person
Assignment 4B: Revision of basic descriptive statistics	5	Nov. 2	Take-home
Assignment 5: Theoretical framework	7.5	Nov. 2	In-person, take-home
Assignment 6: Estimating a regression equation	5	Nov. 10	In-person, take-home
Presentation	35	Nov. 16-30, Dec. 7	In-person
Feedback on classmate's presentation	5	Nov. 16-30, Dec. 7	In-person
Final paper	10	Dec. 11	Take-home

Note: The presentation schedule may be adjusted depending on final class enrollment.

Assignments: The course is designed so that students develop their research paper incrementally over the course of the semester. Correspondingly, assignments are due almost every week of class, including the first week. Most assignments will be completed entirely or in large part during class time.

Students who hand in an assignment late will be immediately docked 10% for that assignment, with an additional 10% for each subsequent day late, up to a maximum of three days, including weekends. After three days, all outstanding assignments will be given a grade of zero. However, students may hand in up to one late assignment without penalty. In these cases, assignments may not be handed in later than one week after the original due date. After this point, the usual policy applies (grade reductions for the first three days late, then grade of zero).

A substantial portion of each class will be allocated to allow students to progress on each assignment. Moreover, marks for some assignments will depend not only on students' own work, but also on their feedback on their classmates' work. Therefore, attendance is expected and mandatory.

Grading rubrics will be made available through Brightspace ahead of time.

Presentation: The last few classes of the term will be dedicated to individual student presentations. Time slots for presentations will be allocated on a first-come, first-served basis during the second week of class. If there is more demand than availabilities for particular time slots, the instructor will randomly select students for the popular time slot and ask others to pick a different time. Students who have a valid reason to expect a scheduling conflict should communicate with the instructor as soon as possible. Additional information will be provided about the modalities for scheduling presentations in the first week of class.

On the day they present their work, students are expected to remain for their classmates' presentations. Failure to do so will result in a grade of zero for their presentation, as well as for the presentation feedback component of the course. Students are also encouraged to attend on days they don't present, but it is not required.

If a student misses their presentation without advance notice and without a valid reason, an alternative date will be found and a 20% penalty will apply. For example, a presentation which would have earned 90% (or 31.5 grade points) if presented when scheduled would earn a grade of 72% (or 25.2 grade points) as a result of the unexcused absence. Depending on when the presentation is rescheduled, a student who missed their original presentation date may not be able to provide feedback to their classmates. In this case, the weight of the presentation feedback component of the course will be placed on their presentation. Completing the presentation is required to achieve a passing grade in the course.

The presentation grading rubric will be made available through Brightspace ahead of time.

Final paper: Work throughout the semester will culminate in the writing of an individual research paper. All late submissions will be immediately docked 10%, with an additional 10% for each subsequent day late, up to a maximum of three days, including weekends. After three days all outstanding assignments will be given a grade of zero. Completing the final paper is required to achieve a passing grade in the course.

The final paper grading rubric will be made available through Brightspace ahead of time.

Final grade approval: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Documentation for missed evaluations: The instructor reserves the right to request a Self-Declaration form or PMC letter of accommodation depending on the length of incapacitation. This information should be communicated ahead of the scheduled evaluation if possible, or as soon as possible following the missed evaluation.

Use of generative artificial intelligence (GenAI) tools

- Students may choose to use GenAI to complete some or all course assignments. In fact, GenAI produces excellent results for several assignments.
- In deciding whether and how to use GenAI in the course, students should consider two factors:
 1. Assignments are designed to introduce students to concepts and help them learn skills they need to be successful in the course. Students will be evaluated on this learning during the end-of-term presentation, which makes up a significant portion of their final grade for the course. Students will present their work and be expected to answer questions from their classmates and the instructor. Students who work through the assignments will be well prepared to do so. Students who disproportionately rely on GenAI for the assignments will likely find they are ill-prepared for the presentation.
 2. GenAI can be a powerful and useful tool. As a rule of thumb, it is a good idea for students to use GenAI to (1) do something they already know how to do, much quicker than they can do it, or (2) teach themselves how to do something. Conversely, it is not a good idea for students to use GenAI to do for them something they do not know how to do.
- Students interested in learning more about GenAI use for academic work can start [here](#).
- Students who choose to use GenAI to complete coursework must cite sources appropriately. For guidance on how to do so, see [here](#).
- Students assume all responsibility for the answers they submit.
- As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

Re-marking

Any request for re-marking must be submitted in writing within seven days from when the grade was made available. Students should include in that request a detailed explanation of why they feel they should receive a higher mark. Re-marking will apply to the entire assignment/presentation/paper, not just the contentious part(s). As a result, the revised mark may be higher than, lower than, or the same as the original mark.

Satisfactory performance criteria

Students must complete the presentation and the final paper in order to achieve a passing grade (D- or higher).

Tentative course calendar

The schedule below is tentative and may be adapted during the semester. In particular, more or less class time may be dedicated to student presentations depending on final enrollment.

Class	Date	Topic	Evaluation
1	Sep. 14	Course introduction Identifying a research question Getting started with data (Part 1)	Assignment 1A (completed in Class 1) Assignment 1B (completed in Class 1) Assignment 1C (due before Class 2)
2	Sep. 21	Getting started with data (Part 2) Sample choice Basic descriptive statistics	Assignment 2A (due before Class 4) Assignment 2B (due before Class 4)
3	Sep. 28	Conducting a literature review	Assignment 3 (due before Class 5)
4	Oct. 5	Replication exercise	Assignment 4A (completed in Class 4) Assignment 4B (due before Class 6)
5	Oct. 19	Theoretical framework	Assignment 5 (due before Class 6)
6	Nov. 2	Estimating a regression equation	Assignment 6 (due before Class 8)
7	Nov. 9	Bringing everything together	
8	Nov. 16	Presentations	Presentation Feedback on classmate's presentation
9	Nov. 23	Presentations	Presentation Feedback on classmate's presentation
10	Nov. 30	Presentations	Presentation Feedback on classmate's presentation
11	Dec. 7	Presentations	Presentation Feedback on classmate's presentation
12	Dec. 11	Consultations (optional)	Final paper

Note: The presentation schedule may be adjusted depending on final class enrollment.

Centre for Indigenous Support and Community Engagement (CISCE)

The Centre for Indigenous Support and Community Engagement (CISCE), formerly known as the Centre for Indigenous Initiatives, supports First Nations (status and non-status), Inuit, and Métis students, staff, and faculty by providing culturally safe spaces for dialogue and learning. The Centre provides weekly, monthly and annual programming for students and also develops and delivers resources and training to educate the Carleton community about Indigenous histories, worldviews and perspectives. To learn more about the services offered, please visit <https://carleton.ca/indigenous/cisce/students/>. If you have any questions, you can email Indigenous@carleton.ca.

Academic integrity

Submission of work more than once for academic credit: Submitting substantially the same piece of work for this course as was or is being submitted in another course is prohibited.

This includes re-submitting work from a previous attempt of ECON 4905 based on the same or a similar research question.

Group or collaborative work: Students are encouraged and even required to work together for several of the assignments. However, each student must produce their own project.

Plagiarism: The University Academic Integrity Policy defines plagiarism as ‘*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*’ This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Student mental health

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>.

Emergency Resources (on and off campus)

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

Requests for academic accommodations

Carleton is committed to providing academic accessibility for all individuals. Students may need special arrangements to meet their academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>).

Policy on classroom recording

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy. Students requesting the use of assistive technology as an accommodation should contact the Paul Menton Centre. Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University’s Copyright Policy, faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as lectures slides, lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials or otherwise circulate these materials without the instructor’s written permission. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.