

Political Science 6
Tentative Syllabus – Subject to change
MW 4pm - 5:15pm, Room: Haines A2

Course Objectives: Political science aims to study and understand the underpinnings of political phenomena, broadly defined. The research aims of scholars in political science are beautifully diverse. Researchers vary in their approaches to answering questions, but the field increasingly requires the ability to *data* to bolster claims about how the world works. This course will teach you the tools of *data analysis*. You will learn how to use data to test the observable implications of a theory. The tools of data analysis are not limited to political science, and the methods you learn in this class are applicable to any scientific field. **The goal of this class is to teach you how to be an informed user and critical consumer of statistical methods.** We will achieve this by focusing on the following:

- *Learning to think about when a difference is a difference.* A recent poll released by Public Policy Polling shows Republican Senator Ted Cruz leading Democratic challenger Beto O'Rourke by 3 percentage points among likely voters. A poll released only two days prior shows O'Rourke leading Cruz by 2 percentage points. Are these two results different? Many statistical tools aim to help researchers discern difference from random noise, and you will learn many tools to systematically answer these types of questions.
- *Learn R.* The most life-changing skill this course can help you develop is the ability to open R and start writing or modifying code. This may sound intimidating, but this course is a great opportunity to develop some basic coding skills (if you have not already) at a gentle pace. Of course, we will also use R to help you build statistical intuitions, and implement statistical procedures! I expect many of you will go on to use R in other contexts as a general way of solving problems, collecting data from the web, making plots or other graphics, or constructing a randomizer that decides which of your friends will pay for dinner. It is also a good gateway to other computer languages such as Python.
- *Learn that correlation is not causation!* A good consumer of statistical research knows how to discern when a research design has likely identified a causal effect from a simple association between two variables. Understanding what a causal effect is, when they can be identified, and when a researcher's causal claim is not justified, is one of the most important skills you can learn in this course. You will rarely look at newspaper headlines the same way again.
- *Learn some statistics.* Statistics is an immense field of research, significantly too large to cover in our time in this course. However, you will learn some basic skills that can serve as a building block for future classes. Some of these topics will seem technical, abstract, and difficult. Learning statistics can be like learning a new language. We will build from intuition and example, and we will help each other internalize these concepts.

You will accomplish these goals in three ways: (1) through the study of the technical aspects of data analysis, (2) through the consumption and analysis of academic research, and (3) through *a lot* of hands-on data analysis. The best way to learn statistics and coding is by *doing* statistics and coding. You will complete problems sets, in-class and in-discussion section assignments, quizzes, a midterm, final, and a research project. This class is a lot of work. Please make sure that you have got the necessary time in your schedule this quarter to ensure you excel in the class.

Learning objectives: By the end of this course, you should be able to:

- Present data using graphics and descriptive statistics in a clear and informative manner
- Apply basic concepts from probability theory to social science research questions
- Describe the threats to making causal inferences from observational data and identify how they could change the conclusions of a study
- Make inferences about the distribution of populations based on a sample
- Correctly conduct and interpret hypothesis tests
- Understand linear regression in theory and practice (i.e., be able to read and interpret regression tables in academic articles)
- Interpret social science research
- Think carefully about research design
- Work collaboratively with other students to complete problem sets that apply concepts from class readings and short lectures
- Gather, analyze, interpret, and present your own data

Prerequisites: This course is intended as a first course in data analysis and statistics. If you have had exposure to this material before, that is great and will help you better understand the material at a deeper level. It will also give you the opportunity to learn more through helping your fellow students to learn. However, no previous knowledge of the material is required, and only an understanding of algebra is necessary. No prior familiarity with coding, or with R is required. More advanced students will have ample opportunity to cover the material in greater depth, particularly through the final project.

Textbooks: We will read, in full, two textbooks in this course, *Naked Statistics* by Charles Wheelan, and *OpenIntro Statistics* (OIS). We will also read parts of *R for Data Science*. *Naked Statistics* will serve as an approachable, verbal explanation for the statistical concepts we will cover in this course. It should be the first thing you read when approaching a new topic. OIS will serve as our main textbook for the course. It will cover the statistical concepts, as well as provide R coding examples. *R for Data Science* will serve as the primary resource for learning how to code in R. In addition, there will be academic and newspaper articles assigned that provide context for the statistical methods we are learning, and which will help expose how these methods are used for academic and journalistic research.

Required (Available in the Bookstore and Online):

Wheelan, Charles. 2013. *Naked Statistics*. New York, New York: W. W. Norton and Company.

Required (Free):

OpenIntro Statistics 3rd Edition. David M Diez, Christopher D Barr, and Mine Çetinkaya-Rundel. Free online textbook. More information [here](#).

R for Data Science. Garrett Golemund and Hadley Wickham. Free online textbook. More information [here](#).

Suggested For Extra Help:

Gill, Jeff. 2006. *Essential Mathematics for Political and Social Research*. Cambridge, England: Cambridge University Press.

Alan Angresti and Barbara Finlay. 2009. *Statistical Methods for the Social Sciences, Fourth Edition*. Upper Saddle River, NJ: Prentice Hall.

Gonick, Larry and Woollcott Smith. 1992. *The Cartoon Guide to Statistics*. Harper-Collins Publishers.

Statistical Reasoning. Online tutorial provided by the Open Learning Initiative at Carnegie Mellon. More information [here](#).

Online Statistics Education: An Interactive Multimedia Course of Study. Free online textbook. More information [here](#).

For Extra Credit:

Each student may earn up to .5% extra credit on their final grade by authoring a three page response paper to the books below. These responses are due at the same time as each of the five homework assignments. When writing, please respond to the prompt, “What components of this book build positive knowledge through research design and empirical analysis? What are potential strengths and weaknesses of this approach and analysis?”

1. Datacamp.com – Introduction to R. Note: This is a free online module instead of a book. (HW1)
2. Lewis, Michael. 2004. *Moneyball*. New York: W. W. Norton and Company. (HW 2)
3. Green, Donald. P. and Alan S. Gerber. 2008. *Get Out the Vote: How to Increase Voter Turnout..* Brookings Institution Press. (HW 3)
4. Issenberg, Sasha. 2013. *The Victory Lab: The Secret Science of Winning Campaigns*. Broadway Books. (HW 4)
5. Sinclair, Betsy. 2012. *The Social Citizen*. Chicago: University of Chicago Press. (HW 5)

Software: You will be using [the R statistical package](#) which you will access via [RStudio](#). This package is widely used in political science, economics, computer science, data science, psychology, sociology, and biostatistics. R is available for every computing platform, and most importantly, is free. *Please bring your laptops to each class and discussion session unless otherwise indicated.*

You may find the following link helpful for [getting started](#) in [RStudio](#).

For students who do not have their own laptops, UCLA has a laptop lending service. See

<http://www.library.ucla.edu/powell/clicc-laptop-lending-powell-library> for more information.

Team-based learning: This course will feature as little traditional lecturing as possible. Students will be expected to learn the basic content of the readings before class so that the majority of class time can be dedicated to discussion, group work, and hands-on demonstrations, which are more likely to facilitate successful learning. We will work in teams throughout the quarter to maximize active engagement with the course material. By working in teams, students will not only develop communication and collaboration skills but assist each other in understanding and applying concepts successfully. Early in the quarter, you will be assigned to a team of six to seven students. You will work with this team throughout the quarter on in-class assignments, homework, and final research projects. To ensure that each student contributes to the group's success, your contributions will be assessed via the self- and peer-evaluation components discussed below.

Note Taking: Even though we will use computers in the classroom, and slides will be posted before class, I *strongly* suggest that you take notes, by hand, during class if you are able to. You may choose to print the slides ahead of time and write notes on the handout, or take notes in a notebook. There is evidence that longhand note taking is beneficial for learning, such as this [study](#). If you're new to note taking, check out some advice [here](#).

Technology in the classroom You will frequently make use of computers in this course during lecture periods and during discussion sections. Please be respectful to your instructors and your peers by using your computers only for class-related purposes. Please put your phone away before class starts and don't bring it out.

Course website: The course website will be hosted at:

<https://moodle2.sscnet.ucla.edu/course/view/18F-POLSCI6-1>

This will be the main source for all course materials, including problem sets, quizzes, and readings. In addition to lectures and office hours, *all questions about lectures, problem sets, and other course materials* should be posted to the discussion forums on the course website. This allows all students to benefit from the discussion, and to help each other understand the materials. If you have a question, chances are one of your colleagues does too. All non-personal questions should be posted to the discussion forum, and both students and instructors are encouraged to participate in the discussion.

Instructor: Erin Hartman, ekhartman@ucla.edu

Office Hours: Thursdays, 10:30am - 12pm (3270 Bunche Hall)

- The first 20 minutes will be 1:1 meetings. At 10:50, unless there is still a line for individuals, there will be open office hours
- If you want to come ask homework questions, I suggest coming to open office hours

Teaching Assistant: Cesar Martinez Alvarez

Office Hours: Tuesdays 4:30 pm - 6:30 pm (3288 Bunche Hall)

Teaching Assistant: Qian Wang

Office Hours: Wednesdays, 1:30 pm - 3:30 pm (3288 Bunche Hall)

What are office hours? Office hours are a chance for students to engage one on one or in smaller groups with the professor or TA. This time can be used to get clarification on class material, ask questions about related material, or inquire about grad school, jobs, or internships. The content and conversation is driven by the student. To get the most out of your time in office hours, remember to come prepared, having looked over the class material and assignments and formulated specific questions. Be ready to answer questions that I, or the TAs, ask you to help you learn. For more information on office hours, check out this [link](#).

Discussion Sections:

| Section | Location | Day/Time | Teaching Assistant |
|---------|------------------------------|-------------------|--------------------|
| A | Bunche Hall 2156 | W (6pm - 6:50pm) | |
| B | Bunche Hall 2156 | W (7pm - 7:50pm) | |
| C | Bunche Hall 2156 | W (8pm - 8:50pm) | |
| D | Public Affairs Building 1284 | Th (5pm - 5:50pm) | |
| E | Public Affairs Building 1284 | Th (6pm - 6:50pm) | |
| F | Haines Hall A20 | Th (4pm - 4:50pm) | |

Course attendance and discussion section attendance are both critical and consequently mandatory for all enrolled

students. We will record discussion section attendance and more than two absences will result in a **zero** class participation grade.

Requirements and Evaluation

Grading in this class will be based on the components described below. **Generally speaking, extensions on homework will not be granted barring exceptional circumstances. Late work will not be accepted without prior permission.** Makeup exams will not be given, and students who miss exams will receive a score of 0 absent extraordinary circumstances.

Peer assessments - 10%

Early in the quarter, you will be assigned into a team of 6-7 individuals. You will work with this team throughout the quarter on assignments and your final research project. To help ensure that all members of the team are actively contributing, students will be asked to evaluate their teammates' contributions, effort, and performance. You will receive anonymous, ungraded midterm evaluations from your group to help you know how well you are doing and identify areas in need of improvement. You will also complete a midterm self-evaluation of your own contributions, effort, and performance using an identical form to help you reflect on your own effort and performance. Your highest and lowest peer-evaluation scores will be dropped. (All peer and self-evaluation forms are provided at the end of the syllabus.)

Problem sets, in-class work, and quizzes - 20%

Problem sets, or homeworks, will be distributed throughout the course (10%). These are group assignments – you may ask your colleagues for help – and you will turn them in as a research team and receive a single grade. Please turn them in on the specified date **at the beginning of class** with all group member names provided. If you have a printing problem, you are responsible for emailing it to your graduate TA before class starts.

Individual preparedness assessments (IPAs) are open book quizzes that will be administered on CCLE before each class (5%). They become available at least 24 hours before they are due and are available until 15 minutes before class begins. These are designed to ensure that students arrive to class prepared to engage in discussion and team activities based on the assigned reading. (Many in-class team activities will be graded, so these assessments are necessary to ensure that all members are ready to contribute.) You should complete these assessments yourself with no assistance from your colleagues; you may not discuss them with other students prior to class. Each student's two lowest IPA grades will be dropped in final grade calculations. No additional waivers will be granted.

Note: IPAs will be set to become available on CCLE 24 hours before they are due and remain available until 15 minutes before the beginning of the class whose content they cover. Each IPA is five minutes long and consists of up to five multiple-choice or multiple-answer questions. You must complete them in one sitting after doing the reading; they may not be paused or retaken and they will automatically be submitted when the time limit expires.

In-class assignments will be completed during class with your research team (5%). These will vary as to whether they are group-level or individual-level assignments. **All absent students will receive a zero.** Students missing more than ten minutes of class time will be counted as absent. Each student's two lowest in-class assignment grades will be dropped in the final grade calculations. No additional waivers will be granted.

Midterm exam - 20%

The midterm exam will be held in class on 11/7 and will cover the material discussed in class up to that point. No calculators are permitted.

Participation – 5%

Attendance in discussion sections is mandatory. More than two absences will result in a zero participation grade.

Research project - 20%

Working with your assigned team, students will select a social science research question of interest, collect data, and conduct a quantitative analysis of their results. You and your group will work on this project throughout the course, with milestones evaluated with each homework assignment. These findings will be written up and as scientific posters. Each group should submit PDF file of their poster and replication data/annotated R code generating your results. * Note that the teams receiving the best poster grades are inevitably those that start early and ask for feedback. The best poster will receive 1% extra credit toward their overall course grade.

Final exam - 25%

A comprehensive final exam will be held 12/13. No calculators are permitted.

Extra Credit

No adjustments will be made to final grades under any circumstances. Students will have the opportunity to earn extra credit over the course of the quarter.

- As noted above, the team that produces the best research poster will earn 1%.
- Students may earn additional extra credit on homework when noted.
- Students may earn up to .5% extra credit per book summary (noted for each separate course unit).

Grading Scale

| Score | Grade | Score | Grade | Score | Grade | Score | Grade |
|-------|-------|-------|-------|-------|-------|-------|-------|
| ≥94 | A | ≥83 | B | ≥ 73 | C | ≥63 | D |
| ≥90 | A- | ≥80 | B- | ≥ 70 | C- | ≥60 | D- |
| ≥87 | B+ | ≥77 | C+ | ≥ 67 | D+ | <60 | Fail |

*Don't worry about whether your hypothesis was supported! Evaluation will be based on the criteria specified in the rubric on the final page of this syllabus, not the statistical significance of your results.

Class Policies and Resources

Guidance on Emailing your Professor

I receive many emails from students each quarter. I try to respond in a timely manner to reasonable requests. Remember that when you email your professor or your TAs you are sending a form of business communication. Sending a professional, concise email will help me respond in a timely manner. If you're unsure how to construct a formal email, check out some advice [here](#), [here](#), and [here](#). You can find guidance on how to address your email [here](#). Please address emails to me as "Professor Hartman" or "Dr. Hartman".

Grade Appeals

I am happy to meet with students about grading issues, but only after they have met with the graduate TAs and submitted a grading request in writing. Please meet first with the graduate TAs with any concerns about evaluation.

If you wish to appeal the grading of an exam or assignment, you must return it to the graduate TAs. You must staple to the original graded exam or assignment a note that states which question(s) is (are) to be re-graded and why you believe that your answer deserves more credit. Nothing additional (notes, explanations, etc.) should be written on the original assignment and NO changes or erasures should be made on the original before regrading.

Grade appeals will only be considered if submitted, in writing, up to one week after the assignment is returned.

However, no adjustments will be made to final grades under any circumstances.

Academic Honesty

Cheating and plagiarism will not be tolerated. I strongly encourage you to review the University's policies regarding academic honesty, which you can read [here](#).

In general, if you have any question, please feel free to ask your TA or Professor Hartman. Specific rules for this course:

- The homeworks and in-class work are "open book" and "open notes." However, you *may not* make use of answer keys or graded assignments provided by students from previous years for either homeworks or in-class assignments.
- No collaboration is allowed during the pre-class IPAs. Students should not discuss the questions with other students before class.
- All exams will be "closed book" and no calculators will be permitted. You are to consult *only* with Professor Hartman or a TA during exams.

As required by the University's [regulations](#) all suspected cases of cheating or plagiarism will be referred to the Office of Student Conduct.

Students with disabilities

Students with disabilities enrolled in this course who may need disability-related classroom accommodations are encouraged to make an appointment to see Professor Hartman before the end of the second week of the quarter. All

conversations will remain confidential. Please also arrange to have the required documentation sent to Professor Hartman for any accommodations *as soon as possible*.

Students needing academic accommodations based on a disability must contact the Center for Accessible Education (CAE) at (310) 825-1501 or present in person at Murphy Hall A255. As the professionals delegated authority from the campus to determine reasonable disability accommodations, CAE will assess all requested accommodations and communicate appropriately with faculty. In the event that a student has approval for proctoring arrangements during exams, please inform your respective professors and/or Teaching Assistant(s) before date of exam(s). When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

Religious observances

Some students may wish to take part in religious observances that occur during this quarter. If you have a religious observance that conflicts with your participation in the course, please meet with Professor Hartman *before the end of the second week of the quarter* to discuss accommodations.

Gender Discrimination

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking.

Confidential Resources: Students who have experienced sexual harassment or sexual violence can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, CAREadvocate@caps.ucla.edu, (310) 206-2465. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, located in 2241 Murphy Hall, email: titleix@conet.ucla.edu, phone: (310) 206-3417.

Counseling and Psychological Services (CAPS) also provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768.

Non-confidential Resources: You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491. These offices may be required to pursue an official investigation.

Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator – **a non-confidential resources** – should they become aware that you or any other student has experienced sexual violence or sexual harassment.

Counseling and Psychological Services

College is a very stressful time, and for many this is one of the most difficult courses they take. There are many resources on campus for students to help with study habits, anxiety, stress, and depression. Students are encouraged to check out the Counseling and Psychological Services (CAPS) center at UCLA (<http://www.counseling.ucla.edu>) for these resources. In addition to counseling and other psychological and mental health services, they provide additional resources such as readings on dealing with stress and anxiety, group counseling sessions, mindfulness trainings, and other behavioral services. Walk-in hours are Monday-Thursday 8am-4:30pm and Friday 9am-4:30pm

in John Wooden Center West. **Crisis counseling is also available 24 hours/day at (310) 825-0768.** CAPS services are often covered by UC SHIP.

Additional Resources

Find additional resources [here](#). This includes immigrant students, homeless and food shelters, the office for equity, diversity, and inclusion, healthy living, and the UCLA recreation department.

Development of this course

Learning should not happen in a vacuum. To help ensure the best chance for success for the students of this course, this course draws on the format, syllabus, and materials from similar successful courses at peer institutions. I am incredibly thankful to Betsy Sinclair, Andy Sinclair, Chad Hazlett, and Leah Stokes, and Eugenia Nazrullaeva, and all those who influenced them, for their gracious help.

Tentative Schedule

Below is a tentative schedule for the course. Weekly readings and final due dates will be on the course website, so make sure to check there for updates.

| Date | Topic | Reading | Assignments |
|--------|--|---|--|
| 10/1 | Syllabus | | Optional: To prepare for PBC read <i>R for Data Science</i> Chapter 27 |
| 10/3 | Programming Boot Camp R Basics | Course Syllabus <i>R for Data Science</i> Chapters 1, 4, 5 https://www.r-bloggers.com | |
| 10/3-4 | Programming Boot Camp Data Manipulation with <code>dplyr</code> | <i>Optional</i> : Nagler (pg 2-8) <i>Optional</i> : Google Development R 1.1- R 1.7 <i>Optional</i> : Google Development R 2.1- R 2.4 | Worksheets completed in Section |
| 10/8 | Programming Boot Camp Data Visualization with <code>ggplot</code> | <i>R for Data Science</i> Chapters 3 and 19 | |
| 10/10 | Descriptive Statistics and Inference Descriptive Statistics | This Article on Learning by Teaching Wheelan 1-3 OpenIntro Statistics (OIS) 1.1-1.3, 1.6, 1.7, 2.1, 2.4 | HW 1 Due and Research Questions Optional Extra Credit: Dat-acamp: Introduction to R |
| 10/15 | Descriptive Statistics and Inference The Normal Distribution | Project Aristotle Article on CCLE Wheelan 4-6 OIS 1.4, 1.5, 3.1, 3.2, 3.3.1, Normal Distribution Videos Optional: Interactive App | |
| 10/17 | Descriptive Statistics and Inference The Sampling Distribution and The Central Limit Theorem | Wheelan 7-8 OIS 3.1 (again), 3.2 (again), 4.1, 4.4 Optional: Interactive App | |
| 10/22 | Descriptive Statistics and Inference Confidence Intervals and Intro to Hypothesis Testing | OIS 4.2 - end of chapter 4 Confidence Interval Video Hypothesis Testing Video | |
| 10/24 | Campaign Mobilization Hypothesis Testing (2) | OIS Chpt 4 (the whole thing again) Reclaiming Expt. Trad. in PS (CCLE) | HW 2 Due and Group Research Ideas |
| 10/29 | Campaign Mobilization Causality | OIS 5.2.3-5.4 Quantitative Social Science Chapter 2 (CCLE) | |

| Date | Topic | Reading | Assignments |
|-------|--|--|---|
| 10/31 | Campaign Mobilization Experiments | GOTV (Gerber and Green 2000) Social Pressure (Gerber, Green and Larimer) Homebase | |
| 11/5 | Micro-targeting Intro to Regression | Wheelan Chpt 10-12 These YouTube videos on regression here and here | HW 3 Due and Research Data |
| 11/5 | Exam Review 5:30 - 6:30 (Haines A18) | | Optional |
| 11/7 | Midterm Exam | | |
| 11/9 | | | Group and personal evaluation due |
| 11/14 | Micro-targeting Hypothesis Testing in Regression | OIS Chpt 7 “An Introduction to Regression Analysis” “Political Campaigns and Big Data” | |
| 11/19 | Micro-targeting Intro to Multiple Regression | OIS Chpt 8 The Hersh/Schaffner article This PBS video | |
| 11/21 | Class Cancelled (Thanksgiving Holiday) | | |
| 11/26 | Multiple Regression and DiD Diagnosing Regression | These videos on Omitted Variable Bias here and here OIS Chapter 7 (again) and 8 (again) | Hw 4 Due and Research Prospectus |
| 11/28 | Multiple Regression and DiD Interpreting Regression | How to Read a Regression Table OIS Chapter 7 (again) and 8 (again) | |
| 12/3 | Multiple Regression and DiD Diff-in-Differences | QSS Chapter 2.5-end This video on DiD here | |
| 12/5 | Last Lecture | | |
| 12/7 | | | Post-test Due HW 5 Due and Research Analysis NOTE: Homework Due to TA Mailbox |
| 12/10 | Poster File and Peer Evaluations Due | | |
| 12/13 | Final Exam | | |

Poster rubric (40 points total)

| Score: | 5 | 4 | 3 | 2 |
|---------------------------------|--|--|---|---|
| Introduction and theory | Precisely identifies null and alternative hypotheses and provides strong substantive and theoretical motivations for research project | Identifies null and alternative hypotheses and provides substantive and theoretical motivations for research project | Hypothesis described but null and/or alternative hypotheses not precisely or correctly specified; substantive and theoretical motivations incomplete or unconvincing | Theory incorrectly or vaguely stated; lacks appropriate substantive and/or theoretical motivation |
| Methods | Specifies all important aspects of how study was conducted in detailed and replicable fashion; convincingly motivates and defends key choices in design process | Specifies most important aspects of how study was conducted in relatively clear manner; addresses possible concerns about key choices in design process | Specifies some important aspects of how study was conducted; methods not always well-explained; does not sufficiently address possible concerns about choices in design process | Does not provide or clearly explain most important aspects of how study was conducted; lacks appropriate justification of key design choices |
| Results | Figures and tables illustrate findings in an intuitive and easy-to-understand way; text explains results precisely and without statistical errors; investigation of hypothesis thorough and detailed | Figures and tables illustrate findings reasonably clearly; textual explanations of results is clear; statistical approach largely correct and error-free | Figures and tables unappealing or poorly constructed; some imprecision or errors in textual discussion of results; hypotheses not thoroughly investigated | Figures and tables sloppy or hard to understand; text vague or incorrect; statistical errors in analysis; cursory investigation of hypotheses |
| Limitations and conclusions | Perceptive and detailed discussion of limitations of findings, potential explanations for those findings, substantive and theoretical conclusions, and possible future research | Clear and thoughtful discussion of limitations of findings, potential explanations for those findings, substantive and theoretical conclusions, and possible future research | Some useful discussion of limitations of findings, potential explanations for those findings, substantive and theoretical conclusions, and possible future research | Vague, incomplete, or unconvincing discussion of limitations, implications, and conclusions |
| Statistical analysis (poster) | Innovative use of statistical methods to answer research question; no errors in statistical analysis | Correct use of statistical methods to answer research question; no or few errors in statistical analysis | Potentially problematic use of statistical methods to answer research question; some errors in statistical analysis | Flawed use of statistical methods to answer research question; significant errors in statistical analysis |
| Statistical analysis (R script) | Replicates poster findings exactly from original data; clear, descriptive, and precise comments; correct and error-free statistical analyses and use of R | Statistical analysis and R code are largely correct; comments relatively clear and descriptive | Some errors in statistical analysis or R code; failure to fully replicate poster or provide appropriate comments | Does not replicate poster; lacks comments; many statistical and/or R errors |
| Graphical design | Exceptionally attractive design and layout; free of formatting problems | Attractive design and layout; no or few formatting problems | Somewhat attractive poster; some formatting problems | Difficult-to-read or messy poster design; many formatting problems |
| Writing quality | Exceptionally well-written—precise, clear, and mistake-free; concise and elegant | Very well-written—clear and articulate; few or no typos; not too long | Moderately well-written; some typos; wordy or vague | Unclear, awkward, or imprecise writing; numerous typos; too long and wordy or too short and vague |

Peer and Self-Evaluation Form (mid-quarter; ungraded)

Group 1-XX Feedback

* Required

Feedback for:

Cooperative learning skills *

| | Never | Sometimes | Often | Always |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Arrives on time and remains with team during activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates a good balance of active listening and participation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Asks useful or probing questions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Shares information and personal understanding | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Self-directed learning *

| | Never | Sometimes | Often | Always |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Is well-prepared for team activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Shows appropriate depth of knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identifies limits of personal knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Is clear when explaining things to others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Interpersonal skills *

| | Never | Sometimes | Often | Always |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Gives useful feedback to others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accepts useful feedback from others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Is able to listen and understand what others are saying | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Shows respect for the opinions and feelings of others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What is the single most valuable contribution this person makes to your team? *

Your answer

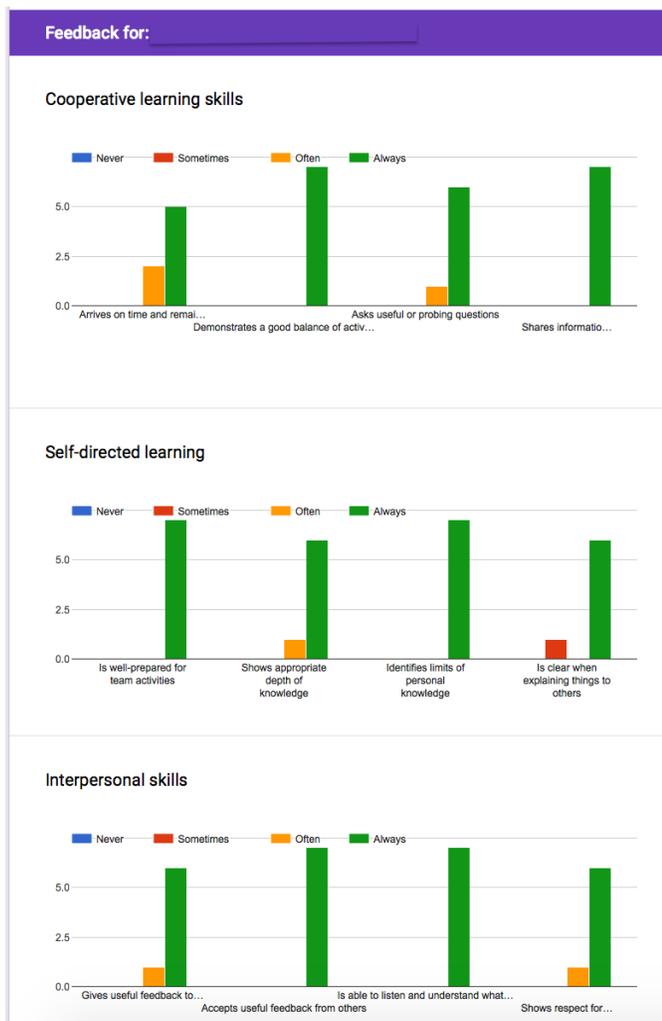
What is the single most important way this person could alter their behavior to more effectively help your team? *

Your answer

BACK NEXT

Example Feedback from Midterm Evaluation

Here is an example of the format of the feedback that you'll receive from the midterm evaluations. This is a good example of positive feedback and constructive criticism that helped this student excel and receive high marks on their final peer-evaluations in the course.



What is the single most valuable contribution this person makes to your team?

(7 responses)

workload organization

Working on the written portions of the homework and being able to explain concepts

Efficiency with working on what she knows she can accomplish

Always dependable for helping us on written portion.

She does everything really well, it is hard to narrow this down to a single factor.

She gets work DONE! Dependable on group work.

Knowledge of non-coding materials

What is the single most important way this person could alter their behavior to more effectively help your team?

(7 responses)

work harder on doing the code section

Work with others rather than simply giving the answers

Attempt to better understand the coding

N/A

She's golden, always shows up, and always does work. I see nothing to improve on.

Pay attention to lecture material/reading in order to understand concepts before we meet up.

Please post or take pictures of the work as it is finished.

Peer evaluation form (end of quarter)

Peer Evaluation

In this evaluation, you will assign scores, on a scale of 0-10, that reflect how you really feel about the extent to which the other members of your team contributed to your learning and/or your team's performance. This will be your only opportunity to reward the members of your team who worked hard on your behalf. (Note: If you give everyone pretty much the same score, you will be hurting those who did the most and helping those who did the least.)

Your email address ([REDACTED]@g.ucla.edu) will be recorded when you submit this form. Not you? [Sign out](#)

* Required

Your Name: *

Your answer

Your Group Number: *

Choose ▾

Directions

In the space below, please rate each of your other members of your team. Each member's peer evaluation score will be the average of the points they receive from the other members of the team. We will drop the lowest score for each team member.

To complete the evaluation you should:

- 1) List the name of each member of your team in the alphabetical order of their last names and
- 2) assign a score to the other members of your team.

You **MUST** rate every team member. You will lose points on your final evaluation if you do not complete an evaluation for everyone in your group.

There may be more spaces provided than you have group members. Leave extra spaces blank.

Group Member 1

Your answer

Group Member 1 Score

| | | | | | | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Did not contribute at all to the group | <input type="radio"/> | Went above and beyond to contribute to the group |

Group Member 2

Your answer

Group Member 2 Score

0 1 2 3 4 5 6 7 8 9 10

Did not contribute at all to the group Went above and beyond to contribute to the group

Group Member 3

Your answer

Group Member 3 Score

0 1 2 3 4 5 6 7 8 9 10

Did not contribute at all to the group Went above and beyond to contribute to the group

Group Member 4

Your answer

Group Member 4 Score

0 1 2 3 4 5 6 7 8 9 10

Did not contribute at all to the group Went above and beyond to contribute to the group

Group Member 5

Your answer

Group Member 5 Score

0 1 2 3 4 5 6 7 8 9 10

Did not contribute at all to the group Went above and beyond to contribute to the group

Group Member 6

Your answer

Group Member 6 Score

0 1 2 3 4 5 6 7 8 9 10

Did not contribute at all to the group Went above and beyond to contribute to the group

Highest Rating

Please briefly describe the reasons for your highest rating the space below. Note: Your comments should be descriptive, not evaluative; as clear and specific as possible; phrased in constructive terms; and focused on areas in which the student has made especially valuable contributions or could improve in the future.

Your answer

Lowest Rating

Please briefly describe the reasons for your lowest rating the space below. Note: Your comments should be descriptive, not evaluative; as clear and specific as possible; phrased in constructive terms; and focused on areas in which the student has made especially valuable contributions or could improve in the future.

Your answer

Thank You! 

SUBMIT

Never submit passwords through Google Forms.