

Group 11 Annotation Guidelines

1

- Misinterprets or neglects the question's intent
- OR fails to address the question/addresses the wrong question
- OR is semantically nonsensical

2

- Relevant to the question, but provides an incomplete answer
 - Clarifying questions or bad assumptions fall under this category
 - Demonstrates a partial understanding of the question's intent
 - OR gives a partial response
- Semantically ambiguous
 - May be difficult to identify the direct response to the question
 - Or is so poorly phrased that its meaning is uncertain

3

- Correctly identifies the question's intent
- Gives an immediate answer to every part of the question
- Is semantically clear
- Does NOT provide much useful contextual information

4

- Has all the qualities of an average response
- Establishes common ground with the asker using consistent vocabulary
- Provides some additional contextual information (examples, resources)

5

- Provides thorough additional context (examples, resources, empirical evidence, theory)
- Provides some nuance
- Is concise (zero, or very little, unrelated/tangential information)
 - Illuminating examples and relevant details do not break this rule
- Respectful, encouraging tone

Examples

1. Extraordinarily Unhelpful

a. Example 1:

i. Question:

1. What are some rules that apply to men but not to women?

ii. Answer:

1. Don't use a urinal if there's a dude at the one next to it.

iii. Rating explanation:

1. The question might be tongue-in-cheek, but the answer purposely misconstrues its meaning (for the sake of a joke). It provides no real solution.

b. Example 2:

i. Question

1. Emotional toll of not releasing work regularly?

ii. Answer

1. It's not an uncommon sort of incipient block. You're probably hoping you'll be great and admired for the greatness, or afraid people will notice your mistakes, and it's twisting you up. Thus the "tossing" feeling. Try not to feel either of those ways. Try not to think about the future. Stay in the moment. Just write, often, quickly. In so doing, you'll pile on the words, and more words mean more skill, and A+ work will come from that even if what you're producing now is solid B work. Once I was good enough to be commercial published, and when I switched ten years later to self-publishing, where releasing at least every 3 months is crucial to keeping your audience excited, I realized, "Good enough is good enough." It became one of my writing mantras. No more endless revisions. Get it done, get it pro proofread, and let the audience decide. At worst, you'll hit your stride one day and decide to take down the old stuff because you're doing much better now. Or, at worst, I suppose you'd need a new pen name because the old stuff was truly gawdawful people were traumatized by it, but that's highly unlikely. Still, one could do that too, and leave the embarrassing stuff behind. Write at least 1000 words per day. Study the craft somehow. (read how-to books; do close structural analyses of your favorite books; find a great summer workshop; whatever.) All else will follow. Try sprints. When it's a Nano month, they run sprints on their twitter feed. There are sprinting

groups out there on the web. You write fast, and outwrite your self-conscious feelings that way. It's pretty easy to get 2000 words per hour in 10- or 15-minute sprints. Writing should be fun, not angsty. I get to make shit up for a living and work naked if I want. I mean, how fun is that?

iii. **Rating explanation**

1. It is unclear what question the respondent is answering (personal career progression as a writer?). The response has nothing to do with the effects of accumulated stress and takes up the reader's time with a lot of unhelpful details.

2. Moderately Unhelpful

a. **Example 1:**

i. **Question:**

1. What are some song that has a tragic story behind it?

ii. **Answer:**

1. Eric clapton with tears in heaven

iii. **Rating explanation:**

1. This response provides an immediate solution; Tears in Heaven is a song with a tragic backstory. However, it can reasonably be inferred that the asker was hoping for any potential solutions to include that backstory. It is moderately unhelpful because it requires the asker to do an additional search.

b. **Example 2:**

i. **Question:**

1. How did Kant determine on which level to classify an act?

ii. **Answer:**

1. As I understand it, Kant determined that lying was wrong because if everyone did it, we would hate that. No, this is not true. Insofar as we might say that Kant anywhere defends the view that lying is always wrong, he would be presumably doing so using one of the forms of the categorical imperative. Those being, roughly: 1. Such an act would fall under a maxim which cannot be willed to be a universal law. 2. Such an act treats a person as a mere means. 3. Such an act is inconsistent with considering each rational will as a universally legislating will. 4. Such an act would fall under a maxim which is inconsistent with being a universally legislating member of a merely possible kingdom of ends. I take it that, perhaps, you are imagining it violates the first one, but the first one does not involve checking maxims against what people hate. There are a few proposals about how the first formula works, but among them are things like: the maxim cannot be willed to be a universal

law because...(1) it contains a logical contradiction, (2) in a world where this rule exists the proposed act is imprudent, or (3) a world where this rule exists is generally inconsistent with the agent's requirements for a world.

iii. Rating explanation:

1. While it is great that this response contains references to theory and an example, it does not directly respond to the question and is somewhat semantically unclear. As such, it cannot be considered to be even average.

3. Average

a. Example 1:

i. Question:

1. What's that movie that you thought everyone saw when they grew up, but later learned that wasn't true?

ii. Answer:

1. Flushed Away, seen that movie a million times and found out most people don't have the same opinion.

iii. Rating explanation:

1. The asker is looking for examples, and it is unclear what level of detail they expect. This response does the bare minimum, but it correctly identifies and answers the question in a clear way, so we will call it average.

b. Example 2:

i. Question

1. For those who did something to get permanently expelled from high school - how did you finish your education?

ii. Answer

1. Went to a school with all the expelled kids in the area, they only took in expelled students.

iii. Rating explanation

1. The respondent answered the question literally. However, it's unclear what the questioner can do with the information. Does every town have a school for expelled students? How does one go about finding such a school? What is the experience of the person who attended this school?

4. Moderately Helpful

a. Example 1:

i. Question:

1. What's a truth about succeeding in the workplace/climbing the career ladder?

ii. Answer:

1. Be good at whatever you do, no matter how shitty the job is. Most people do just enough to get by, but those that are good get noticed. Sometimes not right away, sometimes not by people that can make a difference at the moment, but it is noticed. It's also noticed when you suck, and word gets around. Be patient. Sometimes it won't happen right away, but keep plugging away. My career took off after I got put in a position I didn't want, and hated... but I was good at it. Two months later, I happened to be at a bar with some co-workers, and was complaining about it. The IT manager heard me, and knew my reputation of being a good worker. Told me not to quit, he'd train me, which he did. I worked really hard with this opportunity, got promoted. I went from a \$20,000/year job I hated to a \$115,000/year job I loved in less than 3 years. All started because I was good at the job I hated, and people noticed.

iii. Rating explanation:

1. This response has a thesis statement and a detailed personal example that serves to illustrate it. It reads like advice from a mentor. The only way it could feasibly improve is by pointing to additional resources or being more encouraging in tone. Regardless, it's satisfying.

b. Example 2:

i. Question

1. How often do you REALLY brush your teeth and what do you think of people who do it less or more often than you?

ii. Answer

1. Once a day. I always forget to at night. I think people who brush their teeth less are pretty gross, especially when it's gotten to the point where their teeth are noticeably gross and stained and their breath is always bad. As for people who brush more, I think they're practicing good habits. But I tend to brush my teeth more if I eat something like seafood. Like after I eat that I'll brush

iii. Rating explanation

1. The answer provided some clarification. The respondent would have different reactions to different types of people. The respondent didn't go above and beyond. For instance, they might have a different response to someone who brushes their teeth 12 times a day vs 3 times a day. However, they did not address this corner case.

5. Extraordinarily Helpful

a. Question

- i. What do deaf people hear when they think?

b. Answer

- i. So.. I do work in audiology. Here's the long version. From lots of studies conducted Those who have a progressive and acquired hearing loss typically hear their inner voice pre hearing loss. There's no difference it's what most would consider a consistent "ordinary" inner voice. Those who have been Deaf from birth and are fluent in sign language don't actually "hear" an inner voice. It's rather they picture the sign for the word in their mind. From studies it seems incredibly unique and complex and we likely won't be able to comprehend it as normal hearing individuals. Those who have been Deaf from birth but are long time users with implanted devices such as a cochlear implants have reported their inner voice to sound like what the implant picks up. Hope this interests some of you :)

c. Rating explanation

- i. The explanation explains some nuance (there isn't one type of deaf person or one way to hear while thinking) that may not have been considered by the questioner.

d. Example 2:

i. Question:

1. ELI5: If photons have no mass, why are they affected by gravity?

ii. Answer:

1. Hi! In the theory of General Relativity (GR), gravity is not a force at all, but a curvature of spacetime. To understand how a curvature of spacetime can lead to the effects we observe around us, we have to understand how curved surfaces change the behaviour of straight lines. First things first: an object that has no force acting on it is force-free. Force-free objects do not accelerate and, therefore, move along straight lines. In a flat geometry, two straight lines which are parallel at one point will remain parallel for all times. That is, two parallel straight lines will never cross on a flat surface. So far so intuitive, right? But what happens, if those straight lines do not move across a flat surface, but instead along a curved surface? We call such straight lines on curved surfaces [geodesics](<https://en.wikipedia.org/wiki/Geodesic>). Imagine a [sphere](<http://pi.math.cornell.edu/%7Edwh/books/eg99/Ch06/3776c40d.jpg>) with two lines perpendicular to the equator. As they are

both perpendicular to the same line, they are parallel at that altitude. Imagine two objects that are moving along the lines perpendicular to the equator. They start out parallel, and move in a straight line upwards. Despite the fact that neither of them is turning, the two objects that started out moving along parallel lines will meet at the north pole. Hence, despite the fact that both objects are force-free at all times, they experience relative acceleration. Such trajectories, that lead across curved surfaces without turning are called geodesics and they can be thought of as straight lines on curved surfaces. Objects under the influence of gravity follow [geodesics](<https://en.wikipedia.org/wiki/Geodesic>). As gravity curves spacetime, geodesics can experience relative acceleration despite the fact, that both objects following said geodesics are force-free. And this relative acceleration of force-free bodies is what Newton mistook for the gravitational force. According to GR, though, there is no force, only curvature which causes force-free objects to move along paths that seem accelerated to outside observers. This is why gravity is a fictitious force: The reason why two objects in a gravitational field may experience relative acceleration is not a force between them, but geodesic deviation between two force-free objects. **That is why photons are affected by gravity: photons follow geodesics through spacetime, and the presence of mass-energy curves spacetime. Therefore, the straight lines that photons follow through this curved spacetime appears curved to outside observers.** If you have any more specific questions, feel free to ask. ----- For a great video on the basics of GR, check out [this](<https://www.youtube.com/watch?v=NblR01hHK6U>) video by PBS Spacetime.

iii. Rating explanation:

1. The respondent was a little verbose, but they provided additional resources.