

PS XYZ: Course Creation using R Markdown

Michael DeCrescenzo

Spring 2019

(Updated 2018-10-17)

Class Hours: TR 02:00-03:45 p.m.

Class Room: TeeKay Building TK

Website: mikedecr.github.io/teaching

E-mail: decrescenzo@wisc.edu

Office Hours: W 09:00–11:30 a.m.

Office: North Hall 101A

TA: Avery HelpfulTA (helpful_ta@school.edu)

Office Hours: W 2-4pm (North Hall 110)

TA: Avery HelpfulTA (helpful_ta@school.edu)

Office Hours: W 2-4pm (North Hall 110)

Course Description

You'll learn stuff in this class, I hope. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas scelerisque elit sapien, eu consequat dui blandit in. Vestibulum dignissim feugiat mauris, at pretium turpis blandit nec. Aliquam porta scelerisque tortor, eget imperdiet quam dapibus et. Sed ut sollicitudin orci, id elementum arcu. Sed arcu quam, vestibulum molestie mattis sed, ultricies sed est. Phasellus eu nunc et urna volutpat pharetra. Donec interdum ante vitae odio malesuada blandit. Fusce at condimentum libero, eu elementum arcu. Aenean posuere id lorem in varius. Sed bibendum neque pretium dolor faucibus, in cursus ipsum suscipit. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aliquam erat volutpat. Phasellus mollis egestas risus, non maximus nisl euismod sit amet. Vestibulum laoreet et urna vitae rutrum. Donec quis dui elit.

Course Objectives

1. You'll learn this
2. And also that
3. Perhaps some of this too.

Required Readings

No results.

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Course Policy

I will detail the policy for this course below. Basically, don't cheat and try to learn stuff. Don't be that guy.

Grading Policy

- **20%** of your grade will be determined by a midterm during normal class hours.
- **20%** of your grade will be determined by a term paper that documents your appreciation of Foghat's "Slow Ride", the most important song ever written. "Slow Ride" is what Mozart wishes *Don Giovanni* could have been.
- **10%** of your grade will be determined by your attendance and participation in class. Generally, ask questions and answer them.
- **20%** of your grade will be determined by a 20-page term paper on when exactly "The Love Boat" jumped the proverbial shark. You will address whether this shark-jumping can be attributed to Ted McGinley, the introduction of Jill Whelan as "Vicki", or some other cause.
- **30%** of your grade will be determined by a final exam.

Attendance Policy

Showing up is 80 percent of life – Woody Allen, [via Marshall Brickman](#)

Late Arrival of the Professor Policy

My current university, from what I have been told, asks professors to have policies written into their syllabus about what students should do if the professor is more than 15 minutes late to class. This seems like an anachronism. I will inform students via e-mail in advance of class if class is cancelled for the day. I will also contact our department secretary if something happened on the way to work. Failing that, assume the worst happened to me. I ask the students make sure that my story gets the proper treatment on an *Investigation Discovery* show. I also ask that my story be narrated by Keith Morrison.

E-mail Policy

I am usually quick to respond to student e-mails. However, student e-mails tend to do several things that try my patience. I have a new policy, effective Fall 2016, that outlines why I will not respond to certain e-mails students send. Multiple rationales follow.

1. The student could answer his/her own inquiry by reading the syllabus.
2. The student missed class for which there was no exam. I do not need to know the exact reason for a missed class. Students with excusable absences are responsible for giving me a note *in hard copy* that documents the reason for the missed class. An e-mail is unnecessary unless the impromptu absence involved missing a midterm or final.

3. The student wants to know what topics s/he missed during a class s/he skipped. The answer is always “you missed what was on the syllabus.”
4. The student is protesting a grade without reference to specific points of objection. See the policy on protesting a grade in the syllabus. These e-mails tend to be expressive utility on the part of the student and do not require a response from me. Students interested in improving their knowledge of material should see me during office hours.
5. The students wants to know how many classes s/he missed at some point during the semester. I assume the student has a better answer to that question than me until the end of the semester.
6. The student is requesting an extension on an assignment for which the syllabus already established the deadline. The answer is always “no”.
7. The student is “[grade grubbing](#)” or asking to round up a grade. The answer is always “no”.
8. The student is asking for an extra credit opportunity, a request that amounts to more grading for the professor. The answer is “no”.

Make-Up Exam Policy

There are **NO** make-ups for missed exams. Don’t bother asking.

Academic Dishonesty Policy

Don’t cheat. Don’t be that guy. Yes, you. You know exactly what I’m talking about too.

Disabilities Policy

Federal law mandates the provision of services at the university-level to qualified students with disabilities. Make sure to include all that relevant information here.

Class Schedule

Students must read the following before Tuesday's class session. Important: class readings are subject to change, contingent on mitigating circumstances and the progress we make as a class. Students are encouraged to attend lectures and check the course website for updates.

Week 01, 08/15 - 08/19: Syllabus Day

No class Thursday (Political scientists usually have a conference to start the semester).

Read *all* associated documents on course website.

- [Taking Good Notes](#)
- [Dos and Dont's of Writing for Students](#)
- [Assorted Tips for Students on Writing Research Papers](#)
- [Exam Grading Policy](#)
- [Fun with Attendance and Grades \(i.e. Students Should Attend Class\)](#)

Week 02, 08/22 - 08/26: The First Topic Where We Read John Vasquez

No results.

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Week 03, 08/29 - 09/02: Read the Nos. 90-97 Items in My Bib

Bartels, Larry M (2000). "Partisanship and Voting Behavior, 1952-1996". In: *American Journal of Political Science*, pp. 35–50.

Brady, David W, Hahrie Han and Jeremy C Pope (2007). "Primary elections and candidate ideology: Out of step with the primary electorate?" In: *Legislative Studies Quarterly* 32.1, pp. 79–105.

Converse, Philip E (1966). "The Concept of a Normal Vote". In: *Elections and the political order*, pp. 9–39.

Deke, John and Lisa Dragoset (2012). "Statistical Power for Regression Discontinuity Designs in Education: Empirical Estimates of Design Effects Relative to Randomized Controlled Trials. Working Paper." In: *Mathematica Policy Research, Inc.*.

Freeman, Jo (1986). "The Political Culture of the Democratic and Republican Parties". In: *Political Science Quarterly* 101.3, pp. 327–356.

Hill, Seth J (2015). "Institution of nomination and the policy ideology of primary electorates". In: *Quarterly Journal of Political Science* 10.4, pp. 461–487.

Schochet, Peter Z (2009). "Statistical power for regression discontinuity designs in education evaluations". In: *Journal of Educational and Behavioral Statistics* 34.2, pp. 238–266.

Segal, Jeffrey A, Charles M Cameron and Albert D Cover (1992). “A Spatial Model of Roll Call Voting: Senators, Constituents, Presidents, and Interest Groups in Supreme Court Confirmations”. In: *American Journal of Political Science*, pp. 96–121.

Your “Slow Ride” appreciation paper is due in Thursday’s class.

Week 04, 09/05 - 09/09: Read Bib Item No. 120

Abramowitz, Alan I (1988). “Explaining senate election outcomes”. In: *American Political Science Review* 82.02, pp. 385–403.

Week 05, 09/12 - 09/16: The Fourth Topic with Bib Item No. 510

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Week 06, 09/19 - 09/23: Keep

Week 07, 09/26 - 09/30: Going

Week 08, 10/03 - 10/07: Down

Week 09, 10/10 - 10/14: the

Week 10, 10/17 - 10/21: Line

Week 11, 10/24 - 10/28: Until

Week 12, 10/31 - 11/04: You

Week 13, 11/07 - 11/11: Are

Week 14, 11/14 - 11/18: Done

Week 15, 11/21 - 11/25: with

Week 16, 11/28 - 12/02: your

Week 17, 12/05 - 12/09: Syllabus