



Instructors Handbook for PSTAT 10, 5A, 5LS and 109

Dawn Holmes

**Please contact me if you have any questions or
concerns regarding these classes.**

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Contributions are very welcome; please email me your comments and suggestions so I can add them to the master document. holmes@pstat.ucsb.edu

These policies are for those teaching PSTAT 5A, 5LS and 109

Contact Information:

For issues relating to these introductory courses please contact:

Dawn Holmes: holmes@pstat.ucsb.edu

For all other Undergraduate issues, contact information is as follows:

Yuedong Wang, Chair: 893-4055; yuedong@pstat.ucsb.edu

Drew Carter, Vice-Chair: carter@pstat.ucsb.edu

Raya Feldman, Undergraduate Director: 893-2826; feldman@pstat.ucsb.edu

April Campbell, Undergraduate Program Advisor; campbell@pstat.ucsb.edu

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For Graduate issues and other contacts, please see <http://www.pstat.ucsb.edu/contact.htm>

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1. Introduction to PSTAT 5A, 5LS and 109

PSTAT 10, a new class, provides an introduction to computing for data science and is a pre-major requirement for all Statistics Department majors.

PSTAT 5A and **5LS** are lower-division classes, each with its own emphasis.

PSTAT 109 is an introductory, upper-division class for Economics students

PSTAT 5H is a 1-unit honors section, open to students enrolled in 10,5A, 5LS or 109. Please announce 5H in first class. Details will be sent to instructors before the beginning of the quarter and a handout provided.

PSTAT 5A is a general education (GE) class that fulfills the University requirement for students to take a quantitative course. Students wishing to enter various graduate programs including law school are required to take a lower-division statistics class and may enroll in 5A. However, who intend to apply for medical school should be advised that 5LS is the appropriate class, not 5A.

Generally, 5A students are not mathematically inclined, though we manage to recruit the occasional Statistics major from this course! Some 5A students are math phobic and dread having to take statistics. It is important to understand that these students are very strong in their chosen areas. Go slowly, stick to the syllabus and use or refer to the teaching materials provided. Of all the courses you might teach in the Statistics Department, this is the least forgiving; make one arithmetic slip during a lecture and you will lose the confidence of many in the class. The more confident and prepared you are, the 'safer' these students will feel; they will then relax and trust you sufficiently to actually *learn*.

PSTAT 5LS is an introductory statistics course for life sciences students. It is less focused on procedural knowledge than 5A and assumes a higher level of mathematical sophistication and ease with scientific discussion. There is an emphasis on case-studies from the life sciences. Conceptual knowledge and interpretation of results is important. Students learn to use Excel in Lab section.

PSTAT 109 is a required upper-division course for students wishing to enter Economics majors. These students are quantitatively competent. It is important to follow the syllabus as agreed to by the Economics Department

Teaching materials are available for PSTAT 5A, 5LS and 109, including PowerPoint slides and/or pdf files. The teaching materials provided have been used *successfully* by permanent Faculty. Please take advantage of our collective experience. These classes are usually taught by giving **three** 50 minute lectures per week. Students also attend two 50 minute sections each week; one of which takes place in a regular classroom, the other in a computer lab.

A common question asked by new instructors is “How can I get them to attend?” Students in these classes vote with their feet; if you are doing a good job students will attend your lectures, if not they will walk. As a guideline, you should expect approximately 2/3 or more of the class attending. Occasional exceptions include the lecture immediately after a midterm or the one before a holiday. If you are concerned about attendance help is available. The Office of Instructional Consultation offers a confidential video-taping to all instructors. A consultant will then view the tape with you and make suggestions that they think will help to improve your teaching. I am also very happy to help and will gladly visit your classroom (discreetly!) if you wish.

2. Before the First Lecture.

1. Please make contact with me (Dawn Holmes, the Classes Coordinator)
2. Make sure you have a list of your TA’s and the name of your Head TA. (Contact: the Graduate Advisor).
3. Meet your Head TA and ask them to assign sections to TA’s.
4. Ask your Head TA to arrange a meeting with all your TA’s (ask you Head TA to book a room), where you can meet them for the first time.
5. Class waiting lists are managed by Robyn Foote (Interim Undergraduate Program Advisor). Students who ask to crash your class should be informed that there is an online waiting list for them to join (<https://waitlist.ucsb.edu/>). Students will be informed by email when places become available.
6. The department provides guidelines to students for crashing courses. You will be asked to post these on GauchoSpace.
7. Santa Barbara City College Students (SBCC) may ask to enroll. Usually, they will ask you at the end of a lecture if you will sign the necessary form. **Please do not sign their forms until the end of the first week of classes since UCSB students have priority.**

3. The Instructor’s Responsibilities

1. Organizing, preparing and giving all lectures.
2. Writing and assigning homework and quizzes.
3. Writing and conducting exams. The Instructor is required to proctor exams.
4. Instructors should provide the Head TA with a grading scheme for exams and be present, initially, when grading is taking place.
5. Assigning grades. Submitting letter grades through e-grades.
6. Handling student complaints. (Contact: Dawn Holmes, Courses Coordinator)
7. Instructors are encouraged to talk to the Courses Coordinator about the course and to keep in touch throughout the quarter.
8. If an Instructor is going to miss lecture for whatever reason, they must contact the Chair and the Coordinator (Contact: Yuedong Wang and Dawn Holmes). Permission from the Chair is required for *any* absence.

9. To meet the Head TA weekly. It is unacceptable to expect the Head TA to be available except at the agreed time.
10. To arrange a schedule of duties with the Head TA and to maintain that schedule. (See below for acceptable duties). To show consideration for the Head TA's work load; they are taking important classes and have midterms and deadlines of their own.
11. The Instructor is responsible for all aspects of the course; not the Head TA.
12. Any problems with TA's need to be addressed quickly. (Contact: Dawn Holmes)

4. The Duties of the Head TA

The job of the Head TA is to coordinate the TA's and to provide support to the Instructor for *some* of the *administrative* aspects of the course.

1. The Head TA *may* be required to attend lectures. Usually, this is not the case.
2. The Head TA assigns sections to the TA's at the beginning of the quarter.
3. The Head TA holds weekly meetings with the TA's. These meetings are generally for the purpose of planning/discussing the week's sections and other course-related activities, such as grading, proctoring and lecture progress.
4. The Head TA meets the Instructor on a weekly basis, at a regular time, thus enabling the Head TA to plan his/her time effectively.
5. The Head TA takes exams to the office to be sent for copying. Instructors are asked to make sure that adequate time is allowed for this; a minimum of 3 full days and more during busy periods. As a matter of security the office staff will, if asked, keep the exams locked-up until needed.
6. The Head TA is not responsible for writing midterms or the final, but she/he can make different version of your exams (a measure to defeat cheating).
7. An experienced Head TA will be able to advise on the appropriateness of the material covered in the exam, the length and difficulty.
8. Organizing proctoring and grading.
9. Provide solutions to midterms and final.
10. The Head TA should be able to contact the TA's by email.
11. The Head TA is responsible for collating numerical scores at the end of the course; this is required so that the Instructor can determine the letter grades.

Please note that the Head TA is not responsible for the following duties:

1. The Head TA is not responsible for assigning course grades to students; authority rests solely with the instructor.
2. The Head TA is not responsible for writing exams (though making different versions of an exam involving minor changes is an acceptable task).

3. The Head TA is not responsible for assigning homework.
4. Neither the Head TA nor any of the TA's should be asked to give a lecture.

5. Managing your class

PSTAT 10, 5A, 5LS and 109 are very important classes for the department since the majority of our TA's are funded through enrollments in these classes. If the class numbers dwindle, so do our TA-ships and hence this directly affects research in the department. Please emphasize to your TA's the importance of doing a good job with these classes.

Teaching a large lecture class effectively takes a great deal of time and energy; don't make the common mistake of thinking that these classes are easy to teach because the material is easy. You will need to be very organized and use your time efficiently if you are to teach your class well and continue with your other duties.

Textbooks and syllabi are determined as a matter of department policy in order to keep the standard of these large classes consistent from year to year. It is therefore important that you cover the entire syllabus but do not introduce extra material.

Before you start teaching, post a syllabus on GauchoSpace. The more information you give in writing, the fewer problems you will have later on.

It is always a good idea to visit the classroom before the first lecture. Do you need a microphone? Do you need a key to access the computer? All classrooms have an overhead projector; if you are going to use it, check that it is in working order. (Contact: Robyn Foote).

Office Hours

Instructors are asked to post 3 office hours per week.

Campus Learning Assistance Services (CLAS).

CLAS offers tutorial classes for 5A, run by graduate students, which are free of charge to UCSB undergraduates. Encourage your students to join one of these classes. For details see: <http://www.clas.ucsb.edu/>

6. Teaching Large Classes

General advice on teaching large classes is available at:
<http://www.oic.id.ucsb.edu/Resources/Teaching>

7. Assessment

PSTAT 10, 5A, 5LS and 109 are assessed through section work, quizzes, midterms and a final exam.

Section

In computer section, PSTAT 109 and PSTAT 5LS students learn to use Excel for statistical analysis. Classroom section is a problem class. Quizzes lasting about 15 minutes or usually set in classroom section. Advanced Undergraduates are assigned to grade quizzes.

PSTAT 5A students use applets designed to illustrate points covered in lecture. In classroom section students practice basic calculation and report writing. Work is set by the Instructor in consultation with the Head TA. Suitable lab material can be found in the textbook or from previous instructors.

PSTAT 10 students practice R in lab section whilst concentrating on conceptual knowledge in classroom section knowledge.

Homework

I assign but do not collect or grade homework. This means that students may work in groups if they wish and can use the textbook, notes etc. without having to worry that their collaborative work may be construed as copying and hence cheating.

All lab work must be done during section, not taken away to be handed in later. If a student misses lab section, they may not make up the work later.

Weekly Quizzes

One homework question is given as a 10 - 15 minute quiz at the beginning of section. Your Head TA should prepare HW solutions but not post them on GS until after the quiz. These are graded by assigned undergraduate graders who should liaise with your Head TA regarding the grading scheme.

Midterms

Generally, two midterms are set for PSTAT 10, 5A, 5LS and 109. These are multiple-choice papers and graded by assigned undergraduate graders

TA's are required to proctor midterms. Please make this clear to them at the beginning of the course and ask your Head TA will remind them before each exam. The Instructor is also required to be present during exams. TA's are required to grade promptly.

Inevitably, students will ask to take a midterm early or late. Clearly, for security, this means setting an entirely new exam, so a reasonable policy (and one I certainly adopt) is

“No make-ups under any circumstances”. We have had some wonderful excuses over the years but birth, marriage and death just about cover it. Be sympathetic, since students are usually telling the truth, but be firm. If you start setting make-ups, everyone will want one and when you say no, they will understandably feel resentful! You may suggest to students that they petition for a late withdrawal from the class or an incomplete.

Exceptions to the rule are students on sports teams who will bring a note from their Coach explaining that they have a match on the day of the midterm (or they might miss section). We do our best to accommodate these students; sometimes the exam can be sent to the coach who will be responsible for administering it; sometimes we just have to set another exam.

By setting more than one midterm, you are in a position to offer students the opportunity to drop their lowest score. This may also apply to section work, at your discretion.

Final exam

The final exam takes place in exam week and is a 2 or 3 hour cumulative free-response paper. This is to be graded by TA's and assigned graduate graders only.

The time and date is set by the University and should not be changed. To find the date of your final, see:

<https://registrar.sa.ucsb.edu/finals.aspx>

The final takes place in the same room as the lecture but for large classes it is advisable to book an overflow room for midterms and final. Your Head TA can assist in this or you can ask Robyn Foote. It is a good idea to ask for this at the beginning of the quarter since space is at a premium on campus.

All PSTAT 10, 5A, 5LS and 109 students are required to take a final exam, the time and date of which is published online in the Schedule of Classes. **By University rules, under no circumstances can this be changed.** For 10, 5A, 5E and 5LS the final will be cumulative.

Sometimes an instructor will hand out the finals paper a week in advance and ask students to submit their solutions under exam conditions. Whilst this may be a fair means of assessment in advanced classes, it is **unacceptable in 10, 5A, 5LS and 109**. These students are more than capable of memorizing the solutions and thus the exam test nothing of their understanding of the material. **Please do not give the finals paper to students in advance!**

Students may ask for an early/late final exam. Again, this cannot be accommodated. The date of the final is set by the University and published in advance of the beginning of the course. It is the students' responsibility to be available at this time.

Grades can only be changed if a clerical error has occurred or there has been a re-evaluation of the students' performance. It is departmental policy not to lower a recorded grade of 'C' to a 'C-'. Occasionally, students request this so that they become eligible to re-take the course. Please announce this policy in class and on your website.

Grading

As a general guideline, grades are given as follows:

A top 20% of students	plus/minus 5%
B next 30%	plus/minus 5%
C next 40%	plus/minus 5%
D/F bottom 10%	plus/minus 5%

Grades may be further sub-divided as + or -.

Students also appreciate an A+ when they have performed particularly well. Although this does not affect their GPA, it counts towards UCSB graduation awards and can be useful in graduate school applications. Award sparingly! I usually give 2 or 3 such grades in a class of 400+.

Petitions and Enrollment

Students wishing to add (or crash) the class will ask for an add code. The Department Office holds all add codes and students should be told to add their name to the waitlist.

Late withdrawal

In exceptional circumstances, students may petition for a late withdrawal from the class. Instructors are required to sign the form but may approve the petition or not; the decision is made by the Undergraduate Dean.

Incomplete

The grade *Incomplete* (I) may be assigned when a student's work is of passing quality but is incomplete; for example, when a student misses the final due to sickness. Incompletes are granted at the discretion of the instructor and require the student to submit the appropriate form.

Transfer Students

Santa Barbara City College students may want to enroll in 5A or 5LS. Success in either of these classes may be required in order for them to transfer to UCSB. They will ask you

to sign their form. Please do not sign any forms until Friday Week 1 at the earliest, since UCSB students have priority and may still add the class. You may reassure students that they will probably get a place and that they should continue to attend lectures. Students who miss section because they are not enrolled should be given the opportunity to complete the missing work.

8. Student Behavior and Academic Integrity

There are University policies on student behavior. Students receive a message on GOLD before registering for classes informing them that prohibited conduct includes cheating, plagiarism and collusion.

For regulations see Bylaws and Regulations: <http://senate.ucsb.edu/>

The Student Judicial Affairs Office reports that the standard sanction for plagiarism is a 2 quarter suspension. Repeat offenders may be excluded permanently from the University.

Instructors who believe they have evidence of academic dishonesty must inform the student(s) of their concern either in writing or in person and provide the student(s) an opportunity to respond.

Please note that Instructors are required to inform the Student Judicial Affairs Office of any cheating, plagiarism or collusion. Use the online form at:

<http://judicialaffairs.sa.ucsb.edu>

UCSB students are very respectful. You probably won't have any problems but remember that many of these students are straight out of high-school. Lateness, talking in class, eating or drinking in class, cell phones ringing or anything else that disrupts a quiet working atmosphere is unacceptable. The vast majority of your students are there to learn from your lecture; do not let one or two thoughtless students ruin it for them. Set the ground rules on the first day of class. If you have to ask for quiet, do so loudly, clearly and with authority – *and only once*. Then wait...you will have quiet and will never have to ask for it again! Tell students that you will finish on time and they are not to leave until you tell them they may do so.

Include a section on student behavior in your online syllabus.

9. Dealing with Cheating

By applying the following measures, it is possible reduce considerably the opportunities for cheating:

1. Four slightly different versions of each exam are prepared. Each is color coded.
2. No one sits next to or behind anyone with the same paper. Before the exam begins inform students that if two adjacent students have the same color exam paper, both of them will get an 'F'. Your Head TA will arrange a seating plan in advance and post it on GauchoSpace.
3. Students are not allowed to refer to their notes or textbooks.
4. Cell phones are not allowed to be used as calculators. Be tough; anyone caught using a cell phone will get an 'F'.
5. Students should hand in their finished exam paper to their TA; if the TA does not know a particular student, they should ask to see the students ID.
6. Warn students in advance that they will be required to show their UCSB ID.
7. If there are a lot of students finishing at the same time, ask them to remain seated until their TA has collected their paper. They should then leave immediately.
8. Towards the end of the exam, remind students that they are still under exam conditions and that anyone caught talking to another students whilst still in the exam room will be give an 'F' for the course and reported for cheating.

Policy on cheating should be on the syllabus. Students will be reported to the Office of Judicial Affairs and will get an 'F' *for the course*. These measures sound draconian but are there to protect the majority of students who have worked hard and honestly for their grade.

10. ESCI and Student Evaluations

ESCI (*Evaluation System for Courses and Instruction*) is a service administered by the Office of Instructional Development that processes and reports the results of student ratings of courses. In week 9 or week 10, a member of the office staff will come to your lecture to administer the student evaluations. This takes about 10-15 minutes, during which time you will be asked to leave the classroom.

If you wish to see a blank copy of the survey in advance, please ask the Undergraduate Assistant.

If you are new to teaching any of these classes, please feel free to discuss evaluations with the class coordinator (Dawn Holmes).

Confidential consulting on teaching, including ESCI scores, is available to all Faculty from the Office of Instructional Consultation, UCSB

11. Submitting Grades and Grade Queries

Course grades are submitted through e-grades.

All finals papers must be kept for at least one year. Students may request to see their exam paper but under no circumstances should the final exam leave your office. If you are not going to be at UCSB for this length of time, please ask the office staff to keep the finals papers for you.

12. Disabled Students

The Disabled Students Program offers a variety of academic support services to eligible students with disabilities, including learning disabilities. A student registered with DSP is usually allowed extra time during exams. It is the students' responsibility to apply to DSP. DSP will provide a proctor if necessary.

13. Academic and Workplace Bullying

Bullying is widespread in academia and may take the form of physical violence or threats of physical violence, sexual harassment, racism, undue pressure or incivility. Non-physical forms of hostility are the most difficult to deal with but are totally unacceptable at UCSB.

Sexual Harassment Prevention Education Program

All Faculty, Staff, Visiting Faculty, Post-docs and TA's students are required, by University regulations, to complete successfully on online sexual harassment training program. The University established the Sexual Harassment Prevention Education Program (SHPEP) in 1979 in an effort to reduce sexual harassment on campus.

The University defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when submission to or rejection of this conduct explicitly or implicitly affects a person's employment or

education, unreasonably interferes with a person's work or educational performance, or creates an intimidating, hostile or offensive working or learning environment.

Contacts: www.ombuds.ucsb.edu (confidential)

Ariana C. Alvarez. Associate Director & Sexual Harassment Officer (805) 893-2546

ariana.alvarez@oeosh.ucsb.edu

Workplace and Academic Bullying

Bullying may occur in many forms, all of which are unacceptable at UCSB. Faculty, Staff, Visiting Faculty, Post-docs, TA's and students all may be subject to bullying. Essentially bullying is another term for 'unacceptable behavior'; for example see: Workplace Bullying in Academia: A Canadian Study Ruth McKay & Diane Huberman Arnold & Jae Fratzi & Roland Thomas

Contacts: www.ombuds.ucsb.edu

(The Office of the Ombuds is a confidential, impartial, informal, and independent resource for conflict management that serves all members of the UCSB community, including faculty, staff, and students.)

Dawn Holmes (Lower-Division Faculty Coordinator)

Yuedong Wang (Department Chair)

14. Statistics Department Office.

The department's website address is:

<http://www.pstat.ucsb.edu>

Please familiarize yourself this site, which a huge amount of very useful information; as well as details about courses, seminars etc. you will find bus timetables, a campus map, computing resources and even a link to the local free newspaper, among many other things.

The office staff are not responsible for any aspect of instruction. Please do not ask them to proctor exams, collect homework or arrange meeting with TA's.

15. Exams

Please ask to see a copy of at least one previous exam. The department collects these each quarter. Ask Robyn Foote.

Students answers may be written in blue books. Remind TA's to ask students to bring blue books to section the week before the exam; TA's collect these and hand them out at the exam, thus avoiding the possibility that students have written notes inside. Instructors can take a few spare blue books with them for students who forget.

I prefer to prepare an exam paper that has space left after each question for the students answer. Recently, I have however used the blue book method successfully.

There should be at least two different exams so that students never sit next to someone with the same paper. This applies to midterms as well.

Exams should be sent to Robyn Foote for printing. Allow at least 3 working days.

Appendix: Self-Evaluation Teaching Checklist

25 Points to ponder:

Class Organization	Highly Effective	Effective	Needs Improvement	Comments
1. Started class on time.				
2. Introduced lesson				
3. Paced topics.				
4. Sequenced topics logically.				
5. Related lesson to previous or future lessons.				
6. Summarized or reviewed major lecture points.				
7. Ended class on time.				
Summary				

Presentation	Highly Effective	Effective	Needs Improvement	Comments
8. Presented or explained content clearly.				
9. Used good examples to clarify points.				
10. Varied explanations to respond to student questions or needs for clarification.				
11. Emphasized important points.				
12. Used graphics or visual aids or other enhancements to support presentation.				
13. Used appropriate voice volume and inflection.				
14. Presented information or led discussions with enthusiasm and interest.				
15. Responded appropriately to student behaviors indication boredom or confusion.				
Summary				

Course Documents	Yes	No
16. Posted office hours on website and office door.		
17. Updated website appropriately.		

Class interactions	Highly Effective	Effective	Needs improvement	Comments
18. Encouraged student questions.				
19. Asked questions to monitor student understanding.				
20. Waited sufficient time for students to answer questions.				
21. Provided opportunities for students to interact together to discuss or practice points.				
Summary				

Lecture Content	Highly Effective	Effective	Needs Improvement	Comments
22. Presented content at an appropriate level for the students.				
23. Presented material relevant to the purpose of the course.				
Summary				

Attitude	Highly Effective	Effective	Needs Improvement	Comments
24. Showed enthusiasm.				
25. Showed respect for student questions and answers.				
Summary				