

ECURE

EXPANDING COURSE-BASED
UNDERGRADUATE RESEARCH
EXPERIENCES PROJECT

Instructor Name: Sarah Dreier

Department: Political Science

Course: POLS 2140, Introduction to Political Analysis

ECURE Engagement Level: FULL

Description of FULL implementation: Students work independently and in teams to identify political topics that matter to them, find variables in course-provided datasets that align with their topics of interest, develop hypothesis about the causes or outcomes of their topic of interest, explore their variables in R, conduct bi-variate hypothesis testing and multi-variate OLS regression analysis in R, interpret their regression results, and develop op-ed-styled team-author write-ups of project results.

Assessment: Students conduct weekly, low-stakes assignments to break these research tasks in to small, approachable pieces and receive feedback from instructors. Students conduct a research analysis scaffolded into 4 short, directed assignments. Scaffolded assignments receive feedback and credit/no credit that counts toward their final analysis grade. Students take an in-class, open-note Midterm exam (independently) and then participate in a full class period discussion of most-missed exam questions for the possibility of updating their exam answers and receiving a one letter-grade increase. No assignments are docked for being late.

Engagement with Academic Literature: Students were NOT required to conduct literature reviews (as these do not align with course objectives). But students had opportunities in class to identify news articles relevant to their topic and present data-related news articles for extra credit.

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