

Eric Parajon

Ph.D Candidate | UNC Chapel Hill

Teaching Statement

I have several broad objectives in my teaching: to make political science interesting and accessible to a wide variety of students by engaging students in the learning process; to create meaningful connections between class concepts and the real-world of politics; to strengthen students' understanding of data and data analysis; and to prepare students with practical, life-long skills in media and data literacy. In addition, I aim to constantly be aware of, and value, diverse perspectives in the classroom. My instructional effectiveness and approach to teaching was recognized by the department of political science in awarding me the Richard R. Pouliot Teaching Award for excellence for serving as a TA in 2024.

I firmly believe in creating course content that engages students and fosters interest in politics. To do so, I encourage group discussion, demonstrate the importance of active listening, and engage with material about diverse places and people. For example, I often pair students in small discussion groups across class sessions, encourage them to think of rebuttals to arguments they may make, and clearly acknowledge and verbally value differing opinions offered by students. Students often reported appreciating this approach in my evaluations writing, for example, "I love how Eric challenges us to think deeper about class topics", "Eric was awesome. I had him in a small class and he was still able to facilitate discussion for the entirety of the class."

I always seek to engage with students in a meaningful way that shows that I value them as intellectuals and people. Again this comes through in the qualitative assessments in my evaluations, with one student stating "Eric is a very kind man and his class was always a comfortable space where students were encouraged to participate." It is my goal to maintain a relaxed and professional environment where students are encouraged to step outside their comfort zone, ask questions and be open to new ways of thinking. Students have recognized this approach in my evaluations, for example noting, "I'm not a big fan of public speaking, especially in this style, but I felt comfortable in this environment enough to speak during every discussion, so I really appreciated that."

I also focus on applied learning, relying on a puzzle-oriented teaching approach where I begin class by introducing a puzzle without an obvious answer or by taking a finding in environmental policy that may seem counter-intuitive, and asking the students to think about the puzzle or finding as we move through class. This involves utilizing in class activities to help students apply the concepts learned in class to a real-world context. I often do this by leveraging data and up-to-date political science research including by incorporating my research into lectures when topics intersect with my work outside the classroom.

Students often reported appreciating this approach, for example noting that I was "super helpful in finding real-world examples that were applicable to the concepts we were learning at the time", and another stating "you can tell he knows what he is talking about by the connections he makes across his field of study in international relations." These qualitative comments are gratifying and reflect my commitment to ensuring that classroom topics are up-to-date and often focused on current events. This helps inspire curiosity in my students and creates meaningful connections between class concepts and the real world. Additionally, early exposure to environmental science

research methods and data oriented learning prepares my students to excel both academically and professionally.

Teaching Experience

Through my time at UNC, I have gathered extensive teaching experience in both International Relations and research methods. I have served as a teaching assistant for the undergraduate-level International Relations and Global Politics course, as a teaching assistant for the undergraduate-level Introduction to Comparative Politics course, and a lab instructor and teaching assistant for the second semester PhD-level quantitative methods course Regression Models. I also was twice a teaching assistant for a short summer course in quantitative methods targeted at mid-career professional students through UNC's Odum Institute for Research in Social Science.

Additionally, prior to coming to UNC I was co-instructor for William & Mary's PUBP 391: *Introduction to R & Statistical Programming* and taught a summer course through William & Mary's Global Research Institute in intermediate statistical programming with R. Currently, I serve as the political science Teaching Assistant for the UNC wide Data Literacy program. This initiative is part of UNC's First-Year Foundations sequence and is a required course focusing on exposing all undergraduate students to the basics of data literacy, data management, and statistical programming techniques.

While at UNC and in my earlier career as a project manager at the Teaching, Research, and International Policy (TRIP) Project I have had the opportunity to mentor undergraduate students. Out of the classroom I maintain contact with many of my students, writing letters of recommendation and assisting them in navigating the job market. For example, I have provided resume writing and career advice, drawing on my work experience to help prepare them for applying to jobs and graduate programs. Mentoring and working closely alongside students has been one of the most enjoyable aspects of my career and it is truly invaluable to see a student learn and develop skills. Additionally, after attending William & Mary I know firsthand how much of a positive impact it can have on students to actively involve them in the research process as early on as possible. My research has also benefited from working with student research assistants. As a result, I would be excited to collaborate with undergraduate students by involving them directly in my research process.

Evaluations

I am grateful for the positive feedback that my students have provided to me throughout my teaching experience. As a TA I received excellent evaluations when TAing both substantive courses and research methods courses. Across seven sections over three years of TAing, students have rated my overall effectiveness as a TA as a 4.7/5. Additionally, my teaching quality is perhaps best recognized by the students who took the opportunity to take my sections in multiple different semesters. For example one student noted "I think Eric did an amazing job this semester. I've had him as my TA before for another class, and he was phenomenal. I look forward to possibly having him as my TA again!" In the section below I provide additional information about my evaluations and teaching experiences.

1 Evidence of Teaching Effectiveness

This section provides a synopsis of numerical evaluations and open-ended feedback that I received during my tenure as a teaching assistant (TA) at the University of North Carolina at Chapel Hill. For five semesters, I was a teaching assistant for two different large lecture-style classes where I led three weekly discussions sections (“recitations”) for about sixty students per semester. Additionally, I have also served as a teaching assistant for the second course in our departments’ graduate methods sequence.

Teaching Assistant

- Spring 2023, POLI 784: *Regression Models in Political Science* (graduate)
- Fall 2021, Spring 2022, Fall 2022, Fall 2023, POLI 150: *IR and Global Politics*
- Spring 2024, POLI 130: *Intro to Comparative Politics*

In Table 1 I provide an overview of key numeric evaluations for each class I have TAed at UNC. All evaluations are provided on a scale of 1-5, where 5 indicates total agreement with a statement. I then review each course and recitation in turn. The course evaluations at The University of North Carolina provide an opportunity for students to offer open-ended feedback about the course. I have offered a selection of these evaluations for each course in the subsequent section.

Table 1: Summary of evaluations for courses taught as teaching assistant (all scores out of 5)

Course	TA was excellent	TA treated students with respect	TA displayed mastery of material	TA was well prepared	Percent reporting (n)
F21:POLI-150	4.6	4.8	4.8	4.7	68% (49)
S22:POLI-150	4.9	4.9	4.9	4.9	76% (35)
F22:POLI-150	4.8	4.7	4.7	4.8	39% (23)
S23:POLI-784	4.6	4.9	4.5	4.9	80% (8)
F23:POLI-150	4.5	4.7	4.7	4.7	54% (37)
S24:POLI-130	4.6	4.8	4.6	4.8	67% (39)

1.1 Regression Models (PhD Level Course)

Regression Models is a graduate-level course provided once a year within the University of North Carolina at Chapel Hill's Political Science Department. It is the second course in the three-course Political Methodology sequence, and is required for all individuals within the Political Science Ph.D. program. The course was taught by Professor Santiago Olivella, and I served as the teaching assistant and led the accompanying lab. I was selected for this position by methods faculty in the department. My duties included preparing the lab and related lab assignments, leading students through the lab, and grading all assignments (both lab work and problem sets) for the course.

I also held regular office hours where I worked directly with students to ensure comprehension of course material. For the lab, I was both responsible for teaching students applied analysis skills using the (R) programming language, in addition to assisting with problem sets and questions related to lecture topics. For a full list of lecture and lab topics, please see the table below.

Lecture Topic	Lab Topic
Intro., prob. modeling, & math refresher	R & RMarkdown refresher
Review of classical inference	Review of tidyverse and ggplot
Intro. to the LM	Fitting LMs in R
LM with multiple predictors	Graphical interpretation of LMs in R
Geometry of LM, estimation, and GM	<code>optim()</code> and matrix algebra for LM in R
Inference, diagnostics, and model fit	Diagnostics and simulation-based inference in R
Inference, diagnostics, and model fit cont.	Intro to VCL & Research Computing onDemand
Intro to GLM and Binomial outcomes	Binomial models in R
Ordered & multinomial outcomes	Multinomial logit and ordered probit in R
Count outcomes & mixtures	Poisson and NB models in R
Power and Missing Data	Missing data imputation
Intro. to Causal Inference	Causal Inference in R
Matching and Weighting	CBPS in R
RDD and IV	Using rdd and IV in R

I served as the teaching assistant in the Spring 2023 semester for 10 students (9 first-year PhD students in the Political Science department, while one was a graduate student from another department at UNC-Chapel Hill). Below, I provide a selection of comments from this class (full open-ended responses for each semester's evaluations available on request).

- *Eric is amazing!! Eric is an R wizard! He is accessible and incredibly helpful during class and office hours. I learned so much from Eric this semester*
- *It is a pleasure to learn from you Eric. You are a good teacher with good analytical experience*
- *Eric was great during lab and was also fantastic at being available outside of class and lab. He was always willing to talk through an issue or respond to a question over email.*
- *Eric was absolutely amazing. He put the students first and explained the subject in a way that was easily understandable. He was always available to reach and would answer any questions I had*

1.2 International Relations and Global Politics

International Relations and Global Politics is an undergraduate-level intro course provided every semester within The University of North Carolina at Chapel Hill's Political Science Department. This course is designed to achieve two objectives: (1) to introduce students to some of the most important topics and puzzles in the study of international relations, and (2) to provide students with some analytic concepts that can be used to study world politics. I have TAed for this course four times in Fall 2021, Spring 2022, Fall 2022, and Fall 2023.

The course has been led by Professor Navin Bapat and Professor Cameron Ballard-Rosa. For this class, I individually led three recitation sections of roughly 20-25 students each (60-70 in total). In addition to preparing for and leading these recitation sections which for each week involved creating slides, notes, and related activities to encourage student comprehension of material and active participation, I was responsible for grading all assignments for students in my sections. The students varied, and included political science majors and non-majors who were fulfilling a general education requirement.

Below, I provide a selection of comments from this class:

- *Eric was absolutely amazing. He put the students first and explained the subject in a way that was easily understandable. He was always available to reach and would answer any questions I had*
- *Eric has been my favorite TA across all classes*
- *I love how Eric challenges us to think deeper about class topics.*
- *One of my favorite classes I've taken at Carolina. The organization, quick grading, material, and interest the professor and TA's showed about the material made it very interesting and fulfilling to me*
- *He was really helpful in answering questions, even more abstract ones, about the different discussion topics. He did a great job of leading discussions and preparing points from the different readings for us to discuss. He understood everything from the textbook, readings, and lectures and drew from all of it to lead discussions and elaborate on the points.*
- *This is the best recitation I've been in so far at Carolina because you addressed material that was actually helpful to my understanding of the course!*
- *The slides were pretty fabulous. They were a really good summary of the material we were learning in class, and summarized the readings/lectures in an easy-to-understand yet detailed way. They were a really good resource for writing the essays. Also, I enjoyed Eric's commitment to fostering discussion and answering questions. That made the subject matter dynamic and interesting.*
- *Eric was awesome. I had him in a small class and he was still able to facilitate discussion for the entirety of the class. Really liked how he gave time to think after posing questions. Overall, great guy and great instructor.*
- *Overall a great TA, you can tell he knows what he is talking about by the connections he makes across his field of study in international relations and the comparative politics av-*

enue. Great at explaining things, always quick to respond when we have questions outside of class/recitation times, and extremely patient and understanding!

- *I really enjoyed this recitation! I really value recitations sections lead by TAs who are engaging and well-versed in the subject, which Mr. Parajon was. He is particularly good at leading stimulating discussions, but also leaves generous time to go over the coursework beforehand, making this recitation section both entertaining and practically helpful. I don't think I have any constructive comments. This was a killer section*
- *You obviously care about your work and that is seen and appreciated.*
- *Eric is a very kind man and his class was always a comfortable space where students were encouraged to participate.*
- *I'm not a big fan of public speaking, especially in this style, but I felt comfortable in this environment enough to speak during every discussion, so I really appreciated that.*
- *Eric always encouraged us to participate during our recitation session. He did a great job at summarizing the main points from the lectures. He also always made sure to give everyone the opportunity to speak freely and even challenged us to think more about the opinions we were presenting. He gave amazing feedback on the writing assignments as well.*
- *First I felt overwhelmed about talking about political topics in class as a non-native speaker who is from China, a country that has always been mentioned and attacked in this class genre when it comes to IR. But Eric understood my feeling and help me find an easier way to express myself in this class to get my participation grade as well. He is always kind and informed, with a great attitude when talking with me even for some intense topics.*
- *He was incredibly helpful in office hours. When I met with him, he provided really helpful feedback on essays that I had submitted so that I could continue growing. His recitation was also incredibly helpful with understanding the material because he put concepts into words that anyone could understand. In other words, he really simplified the material.*

1.3 Introduction to Comparative Politics

Introduction to Comparative Politics is an undergraduate-level course provided every semester within The University of North Carolina at Chapel Hill's Political Science Department. The course introduced students to a variety of topics in the discipline, including the concepts of nation and statehood, regime types, political institutions, and political behavior in a comparative context. The course was led by Professor Ashley Anderson, and I served as a teaching assistant for this course in the Spring 2024 semester. For this class, I individually led three recitation sections of roughly 20 students each (61 in total). In addition to preparing for and leading these recitation sections, I was also responsible for grading all assignments for these 61 students.

Below, I provide a selection of comments from this class:

- *I have had Eric for two semesters now in different POLI classes and have truly found him to be very helpful as a TA. He was always very available during his office hours to meet with me and help guide me through my papers. I have really learned a lot from him in recitations and have enjoyed him as a TA!*

- *Honestly really good TA, best I've had so far. I appreciate how organized he is and how simple yet in depth his notes are.*
- *He was very accommodating and reached out personally when he recognized that I was struggling personally at times, which I really appreciated.*
- *Eric always elaborated thoroughly on the content and answered any questions we had. Also very down to earth and understanding which made him very approachable.*
- *Eric was great. Especially during papers, he was super helpful in finding real-world examples that were applicable to the concepts we were learning at the time. Furthermore, his slides were great in recitations and helped me study.*
- *Overall a great TA, you can tell he knows what he is talking about by the connections he makes across his field of study in international relations and the comparative politics avenue. Great at explaining things, always quick to respond when we have questions outside of class/recitation times, and extremely patient and understanding!*
- *He is always so communicative! He looks for what he can do to make the material as digestible as possible.*
- *I think Eric did an amazing job this semester. I've had him as my TA before for another class, and he was phenomenal. I look forward to possibly having him as my TA again!*
- *Favorite recitation I've had. Thank you!*

2 Syllabi

2.1 Samples from Courses Previously TAed

POLI 130: RECITATION SECTION

Spring 2024

Teaching Assistant Information

Eric Parajon

E-Mail: eparajon@unc.edu

Office: Hamilton Hall 459

Office Hours (by appointment): M: 12:20-1:50pm, W: 12:20-1:50pm

- Schedule at <https://calendly.com/ericparajon/officehours>

Course Description

Welcome to your recitation section for POLI 130: Introduction to Comparative Politics. Recitation sections complement course lectures and enable students to apply concepts from the readings and lecture. To that end, this section will:

- clarify and elaborate on material from readings and lecture
- highlight key information for papers and exams
- address questions about course material
- engage participants in active learning, dialogue, and discussion
- focus on applying the general theories from readings and lecture to real-world events

Structure

Recitations will typically follow the structure below:

- Briefly discuss key terms/concepts from class
- Open up to questions
- Class activities centered around the readings and other class topics

Expectations

Attendance

Recitation sections are a key component of the overall class and an essential time for us to converse and learn from one another. In order for this to happen, it's crucial to be present and arrive on time to our section meetings. During every class please be sure to fill out the google sheet posted on the section Canvas page with your name and the class "password" in order to be counted as present.

Participation

Attending recitation is helpful, but little to no learning can happen without active participation. This participation can take many forms, including but not limited to: speaking and listening to other students during discussion, raising questions for classmates to consider, asking clarifying questions about readings and lecture materials. If you do not actively participate in section you will not make a high grade in recitation (10% of overall course grade).

Course readings

Assigned readings (listed on the syllabus) should be completed **before** you attend section. It is also helpful to pay attention to current events in foreign affairs. To that end I recommend reading and subscribing to a daily newsletter that aggregates and summarizes current events. Examples include:

- [Foreign Policy Morning Briefing](#)
- [Council on Foreign Relations Daily News Brief](#)
- [New York Times Morning Newsletter](#)

Syllabus changes

I reserve the right to make any changes to the syllabus. These changes will be announced as early as possible. Please also note that if the recitation syllabus conflicts in any way with the overall class syllabus, the class syllabus should be taken as correct.

Recommendations for POLI 130 writing assignments

Over the course of the semester you will write two 5-7 page papers covering issues presented in class. Below I include some suggestions for how to successfully complete writing assignments in POLI 130.

Purpose of writing assignments

The goal of the assignments is to evaluate your ability to explain major political events in politics using core scientific theories in comparative politics. As a result, you are expected to demonstrate your ability to critically analyze the prompts by applying concepts and theories to help explain the dynamics of political events. Each paper should include a clear, argumentative, falsifiable thesis that forms the basis of your argument.

Your task is to answer the prompt by applying the theories we discuss in class, and then pointing to evidence from the course readings.

Additionally, to do well on these assignments you should use the assigned class readings and lecture as the framework for your argument. References to these readings could feature statistical data, case studies, event analysis, etc. Each of your sources should be documented in a bibliography at the end using an appropriate citation style. Please make

sure that you cite arguments/evidence that you use from **each** of your sources. Also note while you may consult outside sources, you should rely primarily on the materials provided in lecture and in the readings for your argument and evidence.

Assignment basics

- All writing responses should be submitted online **in PDF format** to the **section** Canvas site.
- When submitting your assignment, please name the document as follows: “[Last Name]POLI130Assignment1.pdf”; for instance, if your last name is “Smith” your document should be named “SmithPOLI130Assignment1.pdf”
- Papers should be approximately five to seven pages in length, double-spaced, 12 point font, with standard 2-inch margins.
- If you are interested in discussing your paper ahead of time please come to my office hours.

Toulmin method of writing an argument

Here is a link to information on the [Toulmin method](#) of writing an argument. This is a great approach to use when writing your papers because the core of our assignments is to make an claim that has relevant evidence (warranted grounds, in Toulmin’s phrasing). And then to support that claim using relevant evidence (from class and class readings).

For these papers, I recommend explicitly stating your argument (answer to the prompt) in the opening paragraph and then using critical evaluations of comparative politics theories and evidence to support it in the rest of the paper. It is critical to state a clear answer to the prompt.

Additionally, to excel on the assignment, I recommend making a more complex argument, such as including rebuttals to address possible counter-arguments or by qualifying your argument to only apply under certain conditions. These points are also detailed in the Toulmin method.

POLI 150: RECITATION SECTION

Fall 2023

Teaching Assistant Information

Eric Parajon

E-Mail: eparajon@unc.edu

Office: Hamilton Hall 459

Office Hours (by appointment): M: 12:30-1:15pm, W: 12:15-1:00pm, Th 1:30-3:00pm

- Schedule at <https://calendly.com/ericparajon/officehours>

Course Description

Welcome to your recitation section for POLI 150: International Relations and Global Politics. Recitation sections complement course lectures and enable students to apply concepts from the readings and lecture. To that end, this section will:

- clarify and elaborate on material from readings and lecture
- highlight key information for papers and exams
- address questions about course material
- engage participants in active learning, dialogue, and discussion
- focus on applying the general theories from readings and lecture to real-world events

Structure

Recitations will typically follow the structure below:

- Briefly discuss key terms/concepts from class
- Open up to questions
- Class discussion centered around the readings and controversy topics

Expectations

Attendance

Recitation sections are a key component of the overall class and an essential time for us to converse and learn from one another. In order for this to happen, it's crucial to be present and arrive on time to our section meetings. During every class please be sure to fill out the google sheet posted on the section Canvas page with your name and the class "password" in order to be counted as present.

Participation

Attending recitation is helpful, but little to no learning can happen without active participation. This participation can take many forms, including but not limited to: speaking and listening to other students during discussion, raising questions for classmates to consider, asking clarifying questions about readings and lecture materials. If you do not actively participate in section you will not make a high grade in recitation (20% of overall course grade).

Course readings

Assigned readings should be completed **before** you attend section. It is also helpful to pay attention to current events in foreign affairs. To that end I recommend reading and subscribing to a daily newsletter that aggregates and summarizes current events. Examples include:

- [Foreign Policy Morning Briefing](#)
- [Council on Foreign Relations Daily News Brief](#)
- [New York Times Morning Newsletter](#)

Syllabus changes

I reserve the right to make changes to the syllabus. These changes will be announced as early as possible. Please also note that if the recitation syllabus conflicts in any way with the overall class syllabus, the class syllabus should be taken as correct.

Recommendations for POLI 150 writing assignments

Over the course of the semester you will write two writing assignments. Below I include some suggestions for how to successfully complete writing assignments in POLI 150.

Purpose of writing assignments

The goal of the assignments is to evaluate your ability to explain major political events in world politics using core scientific theories in international relations. As a result, you are expected to demonstrate your ability to critically analyze the prompts by applying concepts and theories to help explain the dynamics of political events.

Your task is to answer the prompt by applying the theories we discuss in class, and then pointing to evidence, either from the course readings or outside sources.

Additionally, to do well on these assignments you should bring in additional materials and sources (2-3 outside sources per paper). These outside sources could feature statistical data, case studies, event analysis, etc. Each of your sources should be documented in a bibliography at the end using an appropriate citation style. Please make sure that you cite arguments/evidence that you use from **each** of your sources.

Assignment basics

- All writing responses should be submitted online **in PDF format** to the **section** Canvas site.
- When submitting your assignment, please name the document as follows: “[Last Name]POLI150Assignment1.pdf”; for instance, if your last name is “Smith” your document should be named “Smith POLI150Assignment1.pdf”
- Papers should be approximately five pages in length, double-spaced, 12 point font, with standard 2-inch margins.
- If you are interested in discussing your paper ahead of time please come to my office hours.

Toulmin method of writing an argument

Here is a link to information on the [Toulmin method](#) of writing an argument. This is a great approach to use when writing your papers because the core of our assignments is to make a claim that has relevant evidence (warranted grounds, in Toulmin’s phrasing). And then to support that claim using relevant evidence (from class, the textbook, and outside material).

For these papers, I recommend explicitly stating your argument (answer to the prompt) in the opening paragraph and then using critical evaluations of international relations theories and evidence to support it in the rest of the paper. It is critical to state a clear answer to the prompt.

Additionally, to excel on the assignment, I recommend making a more complex argument, such as including rebuttals to address possible counter-arguments or by qualifying your argument to only apply under certain conditions. These points are also detailed in the Toulmin method.

2.2 Samples from Courses Previously Taught

INTRODUCTION TO R & STATISTICAL PROGRAMMING

Spring 2019

Instructors:	Eric Parajon	Christian Baehr	Time:	MW 5:00-5:50
Emails:	ejparajon@wm.edu	cbaehr@aiddata.wm.edu		
Place:	219 Tyler Hall			

Objectives: This course is primarily designed to provide students with an introduction to the R language. The skills this course teaches will be beneficial in conducting research while you are at William & Mary and in the future as you pursue internships and careers.

Office Hours: After class (in classroom), or by appointment (Please email 24 hours in advance).

Course Materials: This is a list of various interesting and useful reference materials that will be touched during the course.

- [Base R download](#)
- [RStudio](#)
- [R commands cheat-sheet](#)
- [R packages cheat-sheets](#)
- [R graphs gallery](#)

Tentative Course Outline:

Class 1 (January 16): Introduction to R

Installing R and RStudio.

Class 2 (January 23): R Bootcamp and functions

Variable assignment, types of data, data-frames, and using built in functions.

Class 3 (January 28): Exploratory data analysis

Loading data-frames and generating summary statistics.

Class 4 (January 30): Data Manipulation

Subsetting, filtering, renaming variables, and creating new variables.

Class 5 (February 4): Conditionals, loops, and creating functions

For loops, if else statements, and building unique functions.

Class 6 (February 6): Introduction to data visualization and advanced data visualization



Introduction to ggplot2 and the grammar of graphics.

Class 7 (February 11): Hypothesis testing

ANOVA, and chi-square tests.

Class 8 (February 13): Regression analysis

Linear regressions and an introduction to stargazer.

Class 9 (February 18): Advanced data manipulation

Introduction to dplyr and the grammar of data manipulation.

Class 10 (February 20): Text analysis

Reading in text data, creating a corpus, and analyzing text as data.

Class 11 (February 25): Geo-spatial analysis

Reading in geo-spatial data, and making maps

Class 12 (February 27): Choose your own adventure!

Final project work day.

Grading Policy: Class attendance and participation activities (50%), Assignments (25%), Final project (25%).

Class Policy:

- Regular attendance is essential and expected.
- Students are expected to bring their personal laptops to every class.

Helpful Notes

- You will need to download both R the base software and RStudio the development environment console. All of your work will be done in R Studio. Both R and RStudio are free and can be downloaded online. We will set aside class time to help with this.
- While there are no formal prerequisites for this course, the course assumes basic knowledge of statistical methods used in the quantitative social sciences, such as hypothesis testing and regression modeling. Knowledge of these concepts is not required to take the course, but will be helpful as we discuss the functionality of R to perform statistical analysis. If you'd like a refresher we recommend the free online stats textbook [OpenIntro Statistics](#).

INTERMEDIATE STATISTICAL PROGRAMMING WITH R

Summer 2018

Instructor:	Eric Parajon	Time:	Tuesday/Thursday 5:00-5:50
Email:	ejparajon@wm.edu	Place:	133 Tyler Hall
Teaching Assistant:	Zoe Connor zacconnor@email.wm.edu		

Objectives: This course covers intermediate programming concepts in the R statistical programming language. This course is designed for students with a degree of familiarity with R and prior experience using R for basic analysis. The course will touch on some of the same concepts as the beginner course, but move much faster and extend those concepts forward. The skills this course teaches will be beneficial in conducting research while you are at the Institute and in the future as you pursue internships and careers.

Course Materials: This is a list of various interesting and useful reference materials that will be touched during the course.

- [Base R download](#)
- [RStudio](#)
- [Base R commands cheat-sheet](#)
- [R packages cheat-sheets](#)
- [R graphs gallery](#)

Tentative Course Outline:

Class 1 (July 10th): Review of R basics and programming basics

Class 2 (July 12th): Using and downloading packages and more advanced statistical analysis and functions

Class 3 (July 17th): Utilizing R for data visualizations and an introduction to \LaTeX .

Class 4 (July 19th): Advanced R applications including mapping and text analysis, and leveraging R expertise moving forward.

Class Policy:

- Students are expected to bring their personal laptops to every class.
- This workshop is free and open to all ITPIR students.

Helpful Notes

- You will need to download both R the base software and RStudio the development environment console. All of your work will be done in R Studio. Both R and RStudio are free and can be downloaded online. I will set aside class time to help with this.