

COURSE DESCRIPTION: This course provides students with skills necessary for understanding the survey research process used across the behavioral science disciplines with an emphasis on public policy issues. The goal is to familiarize students with survey design and analysis. Approaches include item construction, sampling, reliability, validity, and data analysis and interpretation.

COURSE OBJECTIVES:

- ☐ Evaluate and apply the principles of survey design.
- ☐ Incorporate the interpersonal, political, and ethical considerations into survey design and implementation
- ☐ Use statistical software to analyze and interpret survey data
- ☐ Critique research articles that utilize survey design
- ☐ engage community partners in collaborative research

ADA STATEMENT: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

ACCOMMODATIONS POLICY: Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with the instructor at your earliest convenience. For more information, please consult the University of Utah's Accommodations Policy, which appears at: www.admin.utah.edu/facdev/accommodations-policy.pdf

STUDENT RESPONSIBILITIES:

1. Spend a *minimum* of 3 hours per credit hour in preparing for this class.
2. Complete required reading assignments in a timely manner.
3. Complete written assignments on time. Twenty percent will be taken off for each day that an assignment is late. Assignments should be turned in at the start of class on the due date.
4. Attend class and participate in class activities and discussions.
5. Arrive on time for class and stay the entire class period.
6. Treat one another, the instructor, campus staff, and the classroom with respect.
7. Seek help from the instructor (and other resources such as the Center for Disability Services or the Writing Center) when needed
8. Refer to the syllabus and the class webpage for important class information.
9. Be responsible for finding out what was covered in a class you missed.
10. Students' tests and papers will be kept for two months after the end of the semester in the instructor's office.

FACULTY RESPONSIBILITIES:

1. Being prepared for class.
2. Arriving on time or early for class and having all equipment set up.
3. Using a variety of teaching methods, including lecture, group work, discussion, etc. in an effort to accommodate different learning styles.
4. Providing feedback on assignments in a timely manner.
5. Being available for individual consultation during office hours or by appointment.
6. Replying to email within 48 hours, not including weekends or holidays.
7. Following all official University of Utah policies regarding conduct within the classroom, incompletes, and accommodations. Accommodations will be considered on an individual basis and only with the required documentation. No exceptions will be made to this policy.
8. Complying with the final exam schedule by making final papers/presentations due during final exam week.
9. Not canceling classes – if there is an emergency situation, efforts will be made to inform students.
10. Treating students equitably and with respect. This includes enforcing responsible classroom behavior on the part of students.

TEXT:

- ☐ PORTIONS OF: Ruel, Erin, Wagner, William & Gillespie, Brian. 2016. *The Practice of Survey Research*. New York: Sage. **material available on canvas**
- ☐ PORTIONS OF Groves, Robert M., Floyd J. Fowler Jr., Mick P. Couper, James M. Lepkowski, Eleanor Singer, and Roger Tourangeau. 2009. *Survey Methodology (2nd ed.)*. New York: Wiley. **AVAILABLE ON CANVAS**.
- ☐ Additional readings available on canvas

COURSE WEBPAGE:

- The class webpage can be found on canvas. The page will be used to post syllabi, handouts, and important announcements.

STUDENT ASSIGNMENTS:

- ☐ **Comprehensive exam. (30% of class grade)** An exam will be given on 11/15/2018. Covering all course material through the prior week, the exam will be a mix of essay and short answer.
- ☐ **Client Survey development. (30% of class grade)**
 - Students will acquire practical experience in working with a client to produce a short survey. Descriptions of each organization project will be provided on the first day of class. Students will email 1st and 2nd choices for project teams to instructor. Assignment to groups will be made prior to second class meeting. Projects will be done in teams of 4-5 students. The end product(s) will be (a) an oral report, and (b) a written report. Both will be delivered to the organizations.
 - Student teams will set up the initial meetings with the clients that will also be attended by the instructor. The purpose of the meeting will be to clarify the needs for the survey work and agree upon the approaches and data that will be needed. A timeline for completing the project along with a date/time for the final presentation (this should be completed during the week of December 11) will also be arranged at that time. **The instructor will need to attend this meeting.** Students are free to schedule subsequent meetings with survey clients as needed during the semester.
 - Student groups will be responsible for dividing up the tasks and making sure that the project moves along a pace that will ensure completion within the timeframe needed. Each group will submit two progress reports to the instructor. The first is due 9/27/2018 and the second is due 11/1/18. These reports should be 1-2 pages long and provide the details about the progress on the project, challenges, and any updates to the time line for completion of specific tasks.
 - On 11/29/18, each group will do a draft presentation of the survey results to the class. Peers will provide feedback on presentations. On this day, each group will turn a draft written report to the instructor. I will provide feedback on the draft presentation and written report. Groups will revise their written report in response to feedback during the week of December 7th. Each group will deliver their final written report to the client at the final presentation during exam week.
 - Relevant graded portions of assignment in summary:

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|--------------------------|----|--|----|
| Progress report (2 @ 2%) | 4% | Final written report submitted to client | 7% |
| Draft written report | 6% | Final oral presentation to client | 7% |
| Draft oral presentation | 6% | | |

- **Pretest Survey construction project. (12% of class grade)** Students will administer and analyze a very short survey to class members. This assignment will give you a chance to practice your skills at survey question development, use of online surveys and analysis of data. This assignment is designed also as “pre-test” of questions relevant to topic area of term project assignment. This will be an opportunity to begin to think about the topic area and gain practical experience at using software designed for survey implementation. This assignment is due 10/4/2018. Students will conduct this assignment in teams of 2 students, which will be subgroups of the term assignment working groups. This project includes: Survey question construction; Fielding and data collection; Basic data analysis with SPSS/STATA/SAS; 3 page paper on findings; Class Participation on lessons learned in class.
- **Critical Thinking & Surveys (CT&S). (10% of class grade)** In addition to assigned textbook readings, there are a number of required applied readings on the syllabus. To encourage critical examination of empirical studies, students will select one of the applied readings from the “checkmark list” and write a 2-3 page (typed, double-spaced) critique for the reading. A critique should begin with a brief (i.e., 1-2 paragraph) description of the purpose of the study and the methods used. The remainder of the paper should focus on 1) identifying the positive and negative attributes of the study and what it can tell us about survey research best practices and 2) how this article can be linked to current public policy issues. References to all published materials should be cited in the text and a bibliography should be included at the end of each critique. Critiques should be turned in via Canvas no later than 5pm on the week before the applied reading is to be discussed in class. Students will then work together with the 1-2 other students who have been assigned that same article and spend time in class discussing a joint power point presentation to the class that articulates the main points and prepare to present this the following week when the rest of the class is scheduled to read the article.
- **Survey critique. (12% of class grade)** Two surveys will be made available to students for analysis. The goal is to facilitate awareness about the tradeoffs that are made when fielding surveys. We are considering community surveys because of the relevance to both course assignments and likely future field activity. Students will choose one of the surveys and will prepare a 3-4 page paper that presents their analyses. This assignment is due in class on November 1.
- **Class participation. (6% of class grade)** You will be expected to be present for every class and to participate. There will be multiple opportunities for structured class participation. As a means of incentivizing class engagement, students should expect to contribute in class on class readings. Details of how this will take place will be made available in class. Additionally, a portion of class participation will be evaluated by peer evaluations of individual contribution to group project.

COURSE SCHEDULE:

Week 1: August 23 Introduction to the class and Survey Methodology

- Readings: chapter one of Ruel text; Activity: Distribute client lists

Week 2: August 30 Methods of data collection and national surveys Class will be held at salt lake city main library because of Utah Home game!

Readings: (For all readings, more substantive readings are indented relative to primary text)

- Chapter 1, Introduction to survey methodology, Groves text & Chapter 2, Ruel text
- Activity: Meet at Salt Lake City Library, Downtown location. Conference Room E, which is located outside the Children's Department on the basement level. first group meeting, start brainstorming for pretest project first group meeting, Schedule meeting with client.

Week 3: September 6 Question Item Construction

- Readings: Chapter 3-4, Ruel text;
 - Galesic, M. and R.Tourangeau. 2007. What is sexual harassment? It depends on who asks: framing effects on survey responses. Applied Cognitive

Psychology 21: 189-202.

- Activity: group time to process first meetings with client,
- **Week 4: September 13 Pretesting Issues and Focus groups**
 - Readings: Chapter 6, Ruel text;
 - Sagoe, Dominic. 2012. Precincts and Prospects in the use of focus groups in social and behavioral science research. *The Qualitative Report*. 17: 1-16.
 - Activity: Guest Speaker, Sara McCormick; qualtrics help and work on question item construction; tentative-class will be held in new gardner commons in the focus group room.
- Week 5: September 20 Sampling and Sampling Error**
 - Readings: Chapters 7-8 Ruel Text; Chapters 2 Groves text; pretest in the field ending on Friday September 21nd Time for Qualtrics
- Week 6: September 27 Ethical Concerns**
 - Readings: Chapter 11 Groves text;
 - ✓ Burnham, Gilbert Riyadh Lafta, Shannon Doocy, Les Roberts. 2006. "Mortality after the 2003 invasion of Iraq: a cross-sectional cluster sample survey" *Lancet*. 6736(06)69491-9.
 - ✓ Schaffner, B. F., & Luks, S. (2018). Misinformation or Expressive Responding? What an inauguration crowd can tell us about the source of political misinformation in surveys. *Public Opinion Quarterly*, 82(1), 135-147.
 - ✓ **Activity: CT&S presentations; questionnaire item construction time in groups; field pretest surveys this week**1st Term Project progress report due
- Week 7: October 4 Survey Interviewing**
 - Readings: Chapter 9, Groves text;
 - ✓ Schuldt, J. P., Konrath, S. H., & Schwarz, N. (2011). "Global warming" or "climate change"? Whether the planet is warming depends on question wording. *Public Opinion Quarterly*, 75(1), 115-124.
 - Activity: **CT&S presentations**; Pretest papers due; class discussion on results;

Thursday October 11 FALL BREAK!!!! NO CLASS

- Week 8: October 18 Technology and Surveys**
 - Readings: Chapter 10, Ruel Text;
 - Galesic, M, Tourangeau, R., Couper, M.P., Conrad, F.G.2008. Eye-tracking data: New insights on response order effects and other cognitive shortcuts in survey responding. Public Opinion Quarterly 72(5): 892-913.
 - ✓ Regnerus, Mark. 2012. "How Different are the Adult Children of Parents who have Same-Sex Relationships? Findings from the New Family Structures Study." *Social Science Research* 41: 752-770.
 - ✓ Jeffrey R. Lax, Justin H. Phillips, and Alissa F. Stollwerk. 2016. Are Survey Respondents Lying about Their Support for Same-Sex Marriage? Lessons from a List Experiment
 - ✓ Activity: **CT&S presentations**;

Week 9: October 25**Non Response Error**

- Readings: Chapter 9 Ruel text; Chapter 6, Groves text (pp 183 to 192 only);
 - ✓ Peytchev, A., Peytcheva, E., Groves, R.M. 2010. Measurement error, unit nonresponse, and self-reports of abortion experiences. *Public Opinion Quarterly*, 74 (2): 319-327.
 - ✓ Pascale, J., Boudreaux, M., & King, R. (2016). Understanding the new Current Population Survey health insurance questions. *Health services research*, 51(1), 240-261.
 - ✓ Activity: CT&S presentations; group meetings on survey project;

Week 10: November 1 Coverage Bias

- Readings: Chapter 9, Ruel text;
 - ✓ Kennedy, C., Mcgeeney, K., Keeter, S., Patten, E., Perrin, A., Lee, A., & Best, J. (2018). Implications of Moving Public Opinion Surveys to a Single-Frame Cell-Phone Random-Digit-Dial Design. *Public Opinion Quarterly*.
 - ✓ Dutwin, D., & Buskirk, T. D. (2017). Apples to oranges or gala versus golden delicious? Comparing data quality of nonprobability Internet samples to low response rate probability samples. *Public Opinion Quarterly*, 81(S1), 213-239.
- Activity: CT&S presentations Guest Speaker, Diane Meppen, Policy Institute; Survey critique due; **2nd** Term Project progress report due;

Week 11: November 8**Data Cleaning, Coding, Analysis and Presentation**

- Readings: Chapter 12-14 Ruel text
- Activity: data coding practice;

Week 12: November 15**EXAM IN CLASS****Week 13: November 22****Thanksgiving no class!****Week 14: November 29****Presentations of Group Projects in class**

- Activity: draft written reports due in class.

Week 15: Week of December 6 Revision week

- Activity: Groups work on responding to instructor feedback on draft presentation and paper.

Week 16: December 10-14**Exam Week Group Presentations to clients;**

- Activity: Deliver final written reports to Clients.

CSBS EMERGENCY ACTION PLAN



BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.



CAMPUS RESOURCES

U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.