

**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](http://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 course information.

## STUDENT ASSIGNMENTS:

- Comprehensive exam. (30% of class grade)** An exam will be given on 11/14/2019. Covering all course material through the prior week, the exam will be a mix of essay and short answer. A study guide will be provided.
- 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 1<sup>st</sup> and 2<sup>nd</sup> choices for project teams to instructor. Assignment to groups will be made prior to second class meeting. Projects will be done in teams of 6 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 9) 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 9/26/2019 and the second is due 11/7/19. 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 11/28/19, 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 6<sup>th</sup>. 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: 1) Progress report (2 @ 2%); 2) Draft written report (6%); 3) Draft oral presentation (6%); 4) Final written report submitted to client (7%); 5) Final oral presentation to client (7%)
- 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 10/3/2019. Students will conduct this assignment in teams of 3 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 email 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 selected 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 via canvas on 10/31/19.
- 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 22 Introduction to the class and Survey Methodology

- Activity: Distribute client lists;
- Readings: Ch 1 of Ruel text;

### Week 2: August 29 Collecting data and national surveys

- Activity: First group meeting, start brainstorming for pretest project. first group meeting, Schedule meeting with client.
- Readings: Ch 1, Introduction to survey methodology, Groves text & Chapter 2, Ruel text.

### Week 3: September 5 Question Item Construction

- Activity: group time to process first meetings with client
- Readings: Chapter 3-4, Ruel text.

### Week 4: September 12 Pretesting Issues and Focus groups

- Activity: Guest Speaker, Sara McCormick; qualtrics help and work on question item construction; CT&S presentations.
- Readings: Chapter 6, Ruel text; Sagoe, D. 2012. Precincts and Prospects in the use of focus groups in social and behavioral science research. The Qualitative Report. 17: 1-16.
  - ✓ 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.
  - ✓ 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.

### Week 5: September 19 Technology and Surveys

- Activity: CT&S presentations. pretest in the field ending on Friday September 20<sup>st</sup>;
- Readings: Chapter 10, Ruel Text;
  - ✓ 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. Public Opinion Quarterly, 80(2), 510-533.

### Week 6: September 26 Ethical Concerns

- Activity: CT&S presentations; questionnaire item construction time in groups; field pretest surveys this week. 1<sup>st</sup> Term Project progress report due
- 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.

### Week 7: October 3 Survey Interviewing

- Activity: CT&S presentations; Pretest papers due; class discussion on results;
- 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.

- ✓ Garbarski, D., Schaeffer, N. C., & Dykema, J. (2016). Interviewing practices, conversational practices, and rapport: responsiveness and engagement in the standardized survey interview. *Sociological methodology*, 46(1), 1-38.

**Thursday October 10 FALL BREAK!!!! NO CLASS**

**Week 8: October 17 Errors of Non Response**

- Activity: CT&S presentations; group meetings on survey project;
- 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.
- ✓ Fredriksen-Goldsen, K. I., & Kim, H. J. (2015). Count me in: Response to sexual orientation measures among older adults. *Research on Aging*, 37(5), 464-480.

**Week 9: October 24 Errors of Coverage**

- Activity: CT&S presentations Guest Speaker, Diane Meppen, Policy Institute; 2<sup>nd</sup> Term Project progress report due;
- 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.

**Week 10: October 31 Errors of Sampling ONLINE CLASS**

- Readings: Chapters 7-8 Ruel Text; Chapters 2 Groves text; Survey critique due on canvas

**Week 11: November 7 Data Cleaning, Coding, Analysis and Presentation**

- Activity: data coding practice; CT&S
- Readings: Chapter 12-14 Ruel text
- ✓ Maitland, A., Tourangeau, R., & Sun, H. (2018). Separating Science Knowledge from Religious Belief: Two Approaches for Reducing the Effect of Identity on Survey Responses. *Public Opinion Quarterly*, 82(1), 34-62.
- ✓ Kaufmann, E. (2019). Can narratives of white identity reduce opposition to immigration and support for Hard Brexit? A survey experiment. *Political Studies*, 67(1), 31-46.

**Week 12: November 14 EXAM IN CLASS**

**Week 13: November 21 Thanksgiving no class!**

**Week 14: November 28 Presentations of Group Projects in class**

- Activity: draft written reports due in class.

**Week 15: Week of December 5 Revision week**

- Activity: Groups work on responding to instructor feedback on draft presentation and paper. NO CLASS

**Week 16: December 9-13 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](http://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.



*The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).*