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.
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:
- 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 11/16/2017. 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. Projects will be done in teams of 4 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 on the week of December 14) 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 9/28/2017 and the second is due 11/2/17. 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 12/2/17, each group will do a draft presentation of the survey results to the class. Peers will provide feedback on presentations. I will provide feedback on the draft presentation. On this day, each group will turn a draft written report to the instructor. Groups will revise their written report in response to feedback during the week of December 7th. Each group will deliver their final written report by Wednesday December 16th, which is during exam week.
  - Relevant graded portions of assignment in summary:
    - Progress report (2 @ 2%)  4%
    - Draft written report  5%
    - Draft oral presentation  5%
    - Final written report submitted to client  8%
    - Final oral presentation to client  8%
- **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 10/5/2017. Students will conduct this assignment in teams of 1-2, 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. (9% of class grade)** Using web news search engines, students will locate a recent headline that links to use of a survey for policy or research finding with a policy focus. Students will locate the survey that is associated with the headline and prepare a written report to turn in as well as a FIVE (only 5) minute presentation to class about why this survey was done well and the findings should be defended OR why not. A presentation about the particulars of this assignment will be made available in class and on canvas. The first regular day of presentations will be 9/29/16. Students will be assigned slots in reverse alphabetical order. The schedule will be posted on Canvas.
- **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 be assigned to one of the surveys and will prepare a 2-3 page paper that presents their analyses. This assignment is due in class on October 26.
- **Class participation. (7% 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 24
Introduction to the class and Survey Methodology
- Readings: chapter one of Ruel text; Activity: Distribute client lists

Week 2: August 31
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 which is located beneath the library’s main foyer, you can access the room using the foyer staircase.; first group meeting, start brainstorming for pretest project first group meeting, start on brainstorming for pretest project. Schedule meeting with client.

Week 3: September 7
Question Item Construction
- Readings: Chapter 3-4, Ruel text;
  - Jeffrey R. Lax, Justin H. Phillips, and Alissa F. Stollwerk. Are Survey Respondents Lying about Their Support for Same-Sex Marriage? Lessons from a List Experiment
- Activity: group time to process first meetings with client, qualtrics help and work on question item construction

Week 4: September 14
Pretesting Issues and Focus groups
- Readings: Chapter 6, Ruel text;
- Activity: Guest Speaker, Sara McCormick; questionnaire item construction time in groups; field pretest surveys this week

Week 5: September 21
Technology and Surveys
- 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.
  - Activity: pretest in the field ending on Friday September 23rd

Week 6: September 28
Ethical Concerns
- Readings: Chapter 11 Groves text;
Activity: Critical thinking/surveys presentations; pretest data analysis support; 1st Term Project progress report due;

Week 7: October 5        Survey Interviewing
• Readings: Chapter 9, Groves text;
• Activity: Pretest papers due; class discussion on results

Thursday October 12      FALL BREAK!!!! NO CLASS

Week 8: October 19       Sampling and Sampling Error ONLINE CLASS
• Readings: Chapters 7-8 Ruel Text; Chapters 2 Groves text;

Week 9: October 26       Coverage Bias
• Readings: Chapter 9, Ruel text;
  o Michael F. Schober, Josh Pasek, Lauren Guggenheim, Cliff Lampe, and Frederick G. Conrad Social Media Analyses for Social Measurement Public Opin Q (2016) 80 (1): 180-211
• Activity: Guest Speaker, Diane Meppen, CPPA; Critical thinking/surveys presentations; Survey critique due

Week 10: November 2      Non Response Error
• Readings: Chapter 9 Ruel text; Chapter 6, Groves text (pp 183 to 192 only);
• Activity: Critical thinking/surveys presentations; group meetings on survey project; 2nd Term Project progress report due;

Week 11: November 9      Data Cleaning, Coding, Analysis and Presentation
• Readings: Chapter 12-14 Ruel text
• Activity: data coding practice; Critical thinking/surveys presentations

Week 12: November 16     EXAM IN CLASS
Week 13: November 23     Thanksgiving no class!
Week 14: November 30     Presentations of Group Projects in class
• Activity: draft written reports due in class.

Week 15: Week of December 7 Revision week
• Activity: Groups work on responding to instructor feedback on draft presentation and paper.

Week 16: December 11-16  Exam Week Group Presentations to clients;
• Activity: Deliver final written reports to Clients;