

PAF 3105 Principles of Survey Research

Mon/Wed 2:30pm-3:45pm — A - 17 Lex 1016

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Office Hours: by appointment

Course Description: This course introduces students to the theory and application of survey research methods in data collection. Course material will cover both theoretical and practical issues in survey methods, with a particular focus on primary sources of error in survey research: measurement, sampling, coverage, and response. The course will include hands-on development of a survey instrument and discussion of how to minimize and account for error when conducting a survey. No prior experience in survey methods is expected and the course is designed primarily for those who intend to use surveys in their own research whether designing original surveys or performing secondary analysis on survey data collected by others. Whenever possible, we will use examples and data from real surveys employed by academic researchers, professional survey firms, and Federal statistical agencies. Course assignments will require students to actively participate in every stage of the survey process, from initial design to final analysis.

Course Format and Objectives: As in any methods course, this class requires much work in and outside of the classroom. Active and informed participation is expected from every student. Class sessions will be a combination of lecture, discussion, and in-class exercises. Lecture material is intended to supplement, not review, the readings. Because the readings are a major source of learning, students are expected to study this material as it is assigned and to come to class ready and prepared. At the end of this course students will be able to:

- Develop a research question that can be answered with survey data
- Create a sampling plan (including sampling frame, sample design, and sampling weights)
- Write survey questions and develop survey items
- Design a survey instrument and conduct an online survey
- Analyze survey data and present results

Required Text:

Fowler, Floyd J., Jr. (2015). *Survey Research Methods*, 5th Edition. Los Angeles: Sage.

Recommended Texts:

Groves, et al. (2009). *Survey Methodology*. New Jersey: Wiley.

Sapsford, R. (2010). *Survey Research* (2nd edition). Los Angeles: Sage.

Acock, Alan. (2012). *A Gentle Introduction to STATA*. Revised 3rd Edition. Stata Press.

Additional Readings

- Heath, Anthony, Stephen Fisher, and Shawna Smith. 2005. “The Globalization of Public Opinion Research.” *Annual Review of Political Science*, 8: 297-333. <http://www.annualreviews.org/doi/pdf/10.1146/annurev.polisci.8.090203.103000>
- Enten, Harry. 2015. “What to Make of Kentuckys Polling Failure.” Five Thirty Eight Politics. <http://fivethirtyeight.com/features/what-to-make-of-kentuckys-polling-failure/>
- Silver, Nate. 2015. “Polling Is Getting Harder, But It’s A Vital Check On Power.” Five Thirty Eight Politics. <http://fivethirtyeight.com/features/polling-is-getting-harder-but-its-a-vital-check-on-power/>
- Silver, Nate. 2014. “Is the Polling Industry In Stasis Or In Crisis?” Five Thirty Eight Politics. <http://fivethirtyeight.com/features/is-the-polling-industry-in-stasis-or-in-crisis/>
- Silver, Nate. 2016. “The Real Story of 2016.” <http://fivethirtyeight.com/features/the-real-story-of-2016/>
- Ansolabehere, Stephen and Douglas Rivers. 2013. “Cooperative Survey Research.” *Annual Review of Political Science*, 16: 307-329. <http://www.annualreviews.org/doi/pdf/10.1146/annurev-polisci-022811-160625>

Required Material:

Software: Microsoft Excel and Qualtrics Survey will be used in the course. If the student would like to use another software such as SPSS or STATA that is fine. SPSS is available at the computer labs. And if you’d like to purchase STATA, the simplest method is a 6-month lease for Small STATA software with PDF documentation (\$45). Be sure to include your Baruch email when ordering: <http://www.stata.com/order/new/edu/gradplans/student-pricing/>

All course-related materials will be posted at the course web page on Blackboard.

Grading:

Grade Distribution			Grade Scale								
Class Participation	10%		Min	Max	Grade	Min	Max	Grade	Min	Max	Grade
Quizzes	10%		97.0	100	A+	93.0	96.9	A	90.0	92.9	A-
Homework	25%		87.0	89.9	B+	83.0	86.9	B	80.0	82.9	B-
Exam I	20%		77.0	79.9	C+	73.0	76.9	C	70.0	72.9	C-
Survey Project	35%		67.0	69.9	D+	63.0	66.9	D	60.0	62.9	D-
			0.00	59.9	F						

Course Requirements:

- **Class Participation [10%]**
 - You are required to attend class. If you absolutely must miss a class, you are responsible for the material covered during your absence. You are also expected to do the readings ahead of time, participate actively during discussions, and in-class exercises contributing to the class in meaningful and thoughtful ways. Class participation grade depends on your participation and engagement with the material; therefore, you will be expected to talk during class discussions. Class participation is measured by the quality of your thoughtful contributions to the class discussion.

- **Quizzes [10%]**

- In order to ensure adequate comprehension of the materials, throughout the semester you will have several short quizzes (5 questions, multiple choice). There will be no make-up sessions on quizzes, so please think twice before missing class or arriving late as the quizzes are given out at the beginning of class.

- **Homework [25%]**

- Throughout the semester you will have several take-home assignments. The homework will help you design your Survey Project. More information will be provided in class, but are as follows:

HW 1 (Research Topic)(5%): 1 to 2 pages that introduce your research topic, its importance, and justifies why a survey can be used to study this topic.

HW 2 (Population and Sample Design)(5%): A revised version of HW 1 and 3 to 5 additional pages that states who your target population is, what is the sampling frame you propose to use and why, how you propose to sample respondents (random, stratified, systematic) and why, and how large your proposed sample size and why.

HW 3 (Draft item pool)(5%): List the items to be included on your survey.

HW 4 (Cover letter and Self-Administered Questionnaire)(8%): The questionnaire including a cover letter to be sent to survey participants.

HW 5 (CITI Training)(2%): Each student must individually complete Baruch's Online Human Subjects Training. Available here: <http://www.baruch.cuny.edu/hrpp/researchersguide.html>

Late Policy. Turning assignments on time is expected from all students. However, I will accept late homework without penalty within 5 hours of its deadline (which means you have until 10:30 pm to submit it on the day it is due). I understand that sometimes life happens, so if you cannot turn in an assignment by the due date indicated on the course schedule, let me know immediately (if you have a documented medical excuse or is undergoing extraordinary circumstances, let's talk). Otherwise, students will be penalized one full grade per day after the deadline and no assignments will be accepted after three days.

- **Exams I [20%]**

- Students will have one exam during the semester. This is design to test your knowledge and understanding of materials covered in the readings and lectures. If you are late for an exam, you will not be given any extra time. If you know in advance that you will be unable to the exam on the scheduled dates, please let me know at least a week in advance so arrangements can be made ahead of time. A make-up exam will be administered only if legitimate, written documentation is provided within three days of the scheduled exam date. If you are ill on the day of the exam, or have a family emergency (ex. death of a family member) you are required to provide written documentation pertaining to the reason for your absence. Also, it is your responsibility to email or call me **before** the scheduled exam time, so I know that you will be absent due to an illness or family emergency.

- **Survey Project [35%]**

- Students will design, implement, analyze a survey, and write a 10-15 page paper detailing their project. More details will be provided in class. The Survey Project will be due on December 11, and the final two weeks of classes will involve student presentations of their final projects.

Course Policies

This syllabus is subject to revisions and changes at the discretion of the Professor. Any changes will be discussed in class and posted on Blackboard so you can plan accordingly.

Attendance policy: Regular class attendance and participation will be a deciding factor in all assignments and grades. *Three unexcused absences will be allowed; a fourth unexcused absence will automatically lower your final grade three points.* For example, if your final is a 93, your grade will be reduced by three points to a 90. If there are more unexcused absences, the same policy will apply subsequently, which could make you have to repeat the course. An unexcused absence refers to missing class for a non-university approved reason or personal reason other than sickness and/or a family emergency. Last minute emails and/or phone calls will not be accepted, unless in the case of a documented medical emergency. Only university-approved reasons and illness with written documentation by physician will be accepted as excused absences, and must be reported within three days of the absence date. *Regular tardiness can be a distraction to the class and a sign of disrespect to the professor, thus three incidents will equal one unexcused absence.* If you need to leave early, please let me know in advance at the beginning of class.

Electronic Devices: Technology both within and outside the classroom should enable your learning experience, not hinder it. If you decide to use a laptop in class understand that they are to be used **ONLY** for note taking, to follow the slides, or to work on Qualtrics/Excel/STATA when appropriate. The laptop should not be used to browse the internet, answer emails, check social media, etc. If you use the computer to surf the web on non-class related sites, know that you are doing so at your own risk. Bottom line: you are wasting valuable time. Also, be mindful of those seating close to you. For more information on why I discourage laptop use in the classroom, please read: Sana, Faria, Tina Weston, and Nicholas J. Cepeda. 2013. "Laptop multitasking hinders classroom learning for both users and nearby peers." *Computers & Education*. Vol. 62: 24-31.

Blackboard: Blackboard is used a lot in this class. This is how I will communicate with you. *It is your responsibility to check Blackboard on a regular basis.* You are responsible for announcements made through blackboard.

Class Etiquette: I expect students to be attentive during class and to be courteous and polite during discussions. You are expected to listen respectfully to me and to other students when speaking. Racism, sexism, classism, ageism, homophobia, Islamophobia, anti-Semitism, and other forms of bigotry are inappropriate to express in this class. I respect all students and viewpoints and expect you to extend the same courtesy to your classmates and to me. Disruptive students will be asked to leave and may be subject to disciplinary action.

Academic Honesty: *"Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned."*

The entire text on Academic Integrity can be accessed online at:
https://www.baruch.cuny.edu/academic/academic_honesty.html

Student Academic Support Services

Student Academic Consulting Center (SACC)

Location: Newman Vertical Campus, Room 2-116

The Student Academic Consulting Center coordinate peer tutoring and academic support for Baruch College's undergraduates. SACCs mission is to help the students succeed academically during their college years and later in their chosen professions by helping them develop the skills and knowledge necessary for workplace success. One-to-one and group tutoring sessions are available for most undergraduate courses, as are workshops designed specifically to assist students with historically challenging coursework and concepts such as MTH 2003, MTH 2205, and MTH 2207. For more information: <http://www.baruch.cuny.edu/sacc/index.html>

The Writing Center

Location: Newman Vertical Campus, Room 8-185 and Newman Library Reference Desk

The Writing Center provides free support for undergraduate and graduate student writers at Baruch to improve their writing and English language skills. In the NVC location the Center offers 50 minute one-to-one sessions on scheduled and walk in basis (when available), as well as reader responses via email (eTutoring), online chat, and small-group workshops; at the Library, they offer both scheduled 50 minute sessions and dedicated 20 minutes walk-in session. The goal is to strengthen student's long term writing and English language skills, often by concentrating on a specific writing assignment or project. Students from all discipline and all levels of writing and English language proficiency are welcome. The Writing Center is open whenever classes are in session, including winter and summer terms. For more information: <https://writingcenter.baruch.cuny.edu/>

Tools for Clear Speech

Location: Administrative office at NVC 6-121

The Tools for Clear Speech is an academic support unit that improves the oral communication skills of English language learners (ELLs) and nonnative English speakers at Baruch College. Oral comprehensibility is essential for college and workplace success, and this program offers students weekly one-to-one pronunciation tutorials, a workshop series, conversation hours, an innovative oral communication video assessment, and some of the most advanced tutorial websites and software programs available. For more information: <https://tfcs.baruch.cuny.edu/>

The Office of Services for Students with Disabilities

Location: NVC 2-272 — Tel:646-312-4590.

Student Disability Services provides appropriate accommodations to students with disabilities to promote equal access to the college's programs and services. They advocate for and create an accessible college environment for students with disabilities, support faculty in the classroom, and provide technology that assists and empowers students to self-advocate and develop the skills necessary to succeed academically. Accommodations include but are not limited to: extended time for exams, tests in alternate formats, assistive technology, note takers, captioning, interpreters, tutoring accommodations, and changes in curriculum.

It is college policy to provide Accommodations and Academic Adjustments to students with disabilities. Any student who has a disability who may need accommodations in this class should register with

Student Disability Services which is located in NVC 2-272 as early as possible. All discussions will remain confidential. For more information:

<http://www.baruch.cuny.edu/studentaffairs/ossd/disabilityServices.htm>

Health and Self-Care

It is important that we take care of ourselves inside and outside of class. Toward that end, there are many different kind of support services on campus such as the Counseling Center, Health Services, the Campus Intervention Team and the Office of Dean of Students. If you are concerned about yourself or a friend that is struggling, please contact the Counseling Center. All services are confidential and free of charge.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Office of the Dean of Students for support. Furthermore, if you are comfortable in doing so, please let me know. This will enable me to take the necessary steps to provide you with the support, and resources you need.

For more information:

<https://www.baruch.cuny.edu/studentaffairs/counselingCenter.htm>

<http://www.baruch.cuny.edu/studentaffairs/healthServices.htm>

<http://www.baruch.cuny.edu/studentaffairs/cit.htm>

Resources for food and shelter security:

City Harvest: <http://foodhelp.nyc/locations-en/>

Safe Horizon: <https://www.safehorizon.org/domestic-violence-shelters/>

Nazareth Housing: <http://nazarethhousingnyc.org/>

New Destiny Housing: <http://www.newdestinyhousing.org/>

Class Schedule

Week 1	Aug 28	Introduction, Organization, and Assignments
	Aug 30	Lecture Topic: Why Survey Research? Reading: Chapter 1 (Groves et al. on Blackboard)
Week 2	Sep 4	No class - Labor Day
	Sep 6	Lecture Topic: Components of Survey Reading: Chapter 1
Week 3	Sep 11	Lecture Topic: What is the Problem? Reading: Chapter 2 (Sapsford on Blackboard)
	Sep 13	Lecture Topic: Types of Error in Surveys Reading: Chapter 2 Due: HW 1
Week 4	Sep 18	Lecture Topic: Sampling Reading: Chapter 3
	Sep 20	No class - Academic Calendar
Week 5	Sep 25	Lecture Topic: Hard to Reach Populations Reading: Meyer et al. 2002, Heckathorn et al (2002) Due: HW 2
	Sep 27	Lecture Topic: Methods of Data Collection Reading: Chapter 5
Week 6	Oct 2	Lecture Topic: Ethical Issues in Survey Research Reading: Chapter 11
	Oct 4	Lecture Topic: Nonresponse Reading: Chapter 4 Due: HW 3
Week 7	Oct 9	No class - Academic Calendar
	Oct 11	Lecture Topic: Designing Questions to be Good Measures Reading: Chapter 6
Week 8	Oct 16	Lecture Topic: Evaluating Survey Questions Reading: Chapter 7
	Oct 18	Review for Exam 1
Week 9	Oct 23	Exam I
	Oct 25	Lecture Topic: Online Survey - Qualtrics (Computer Lab) Due: HW 4

Week 10	Oct 30	Lecture Topic: Survey Interviewing Reading: Chapter 8 Due: HW 5 - CITI training
	Nov 1	Lecture Topic: Field Testing Questionnaire (Computer Lab)
Week 11	Nov 6	Lecture Topic: Preparing Survey Data for Analysis Reading: Chapter 9
	Nov 8	Lecture Topic: Analyzing Survey Data (Computer Lab) Reading: Chapter 10
Week 12	Nov 13	Lecture Topic: Graphical Presentations of Data (Computer Lab)
	Nov 15	Lecture Topic: Sensitive Topics Reading: Blackboard
Week 13	Nov 20	Lecture Topic: International Survey Research Reading: Heath, Fisher, and Smith (2005)
	Nov 22	Lecture Topic: Major Political & Governmental Surveys Reading: Ansolabehere & Rivers (2013) Due: Discussion on Blackboard
Week 14	Nov 27	Lecture Topic: Failure! Survey Error in Perspective Reading: Chap 13, Silver (2015, 2014, 2016), Enten (2015)
	Nov 29	Student Presentations
Week 15	Dec 4	Student Presentations
	Dec 6	Student Presentations
Week 16	Dec 11	Student Presentations Due: Survey Project Paper

Have a good Winter Break!

Student Information and Acknowledgment
PAF 3105 Principles of Survey Research
Fall 2017

Student Information

Name:

Preferred name:

Email Address:

Major:

Academic Class: Freshman [] Sophomore [] Junior [] Senior []

List all classes you are taking this semester:

Besides going to college, are you currently working? If so, how many hours per week?

No [] Part-time I (up to 20 hrs) [] Part Time II (21 hrs to 31 hrs) []

 Full-time I (32 hrs to 40 hrs) [] Full Time II (more than 40 hrs) []

Anything else you'd like me to know that might impact your performance in this class:

Student Acknowledgment

I have read and discussed the syllabus for "Principles of Survey Research."

Signature

Date