

## Sociology 351: Introduction to Survey Methods for Social Research

Revised 6 November 2018

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Scheduling Assistant).  
Check which office before going!

Fall 2018/2019  
TR 9:30-10:45  
Room: 6112 Sewell  
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TA: Mike King ([mking@ssc.wisc.edu](mailto:mking@ssc.wisc.edu))  
2440 Sewell  
Office hours: 1-2 pm Monday, 2-3 pm Thursday

Lab: Friday 10-12 – 2435 Sewell (not in Zoology)

**Notes:** This is a three credit face-to-face class with a lab. The course involves a minimum of 150 minutes of classroom or direct faculty instruction and a minimum of six hours of out-of-class student work each week over approximately 15 weeks. Accelerated Honors available!

**Requisites:** Sophomore standing and C&E/Sociology 357 or C&E/Sociology 360 or equivalent. Concurrent registration in Soc360 is allowed. Some exercises require using Stata, and we assume that you have used it before

**Canvas URL:** <https://canvas.wisc.edu/courses/121194>

**Overview:** This is an intermediate undergraduate research methodology course. It gives practice in the statistical and methodological skills you learned in introductory statistics and methods classes. It does this while teaching concepts and principles of survey methodology.

The course introduces the principles that underlie the uses of surveys for social research. The course also provides practical experience in some of the basic techniques of survey research. Approximately one-third of the class focuses on questions of how to represent a population, that is, basic concepts of sampling and study design. The majority of the course focuses on measurement, that is, refining concepts, and writing and testing survey questions. There is a shorter module about study design and fielding surveys.

Responses to the readings, process assignments, papers, and lab complement the material in lecture. The assignments give students additional practice, for example, in conducting a literature review and testing questions. Process assignments provide support in developing papers. Papers require integrating course materials and general research skills in a professional presentation.

Readings, lectures, and labs present different material, and all are required and are integral to the course. Labs involve discussion of the readings, and practice in data analysis and other research skills.

The course provides a substantial experience with practical research skills that are relevant in research and non-research jobs in both the academic and private sectors. The techniques used in this class are relevant for many kinds of data collection and standardized measurement, such as experiments in social psychology or election polls, although this course does not cover either of these specialized methodologies.

### Notes about Lab:

- Lab is required.
- Lab will sometimes meeting in 3128 Sewell (computer lab) and sometimes in the assigned room. Check the course website and announcements in class and from the TA.

**Text:**

Blair, Johnny, Ronald F. Czaja, Edward A. Blair. 2014. *Designing Surveys: A Guide to Decisions and Procedures*. Los Angeles: Sage. [Referred to as “BCB” below.]

**Additional Readings:**

Available on Canvas or electronic reserve.

**Assignments:**

In most weeks, readings are the equivalent of two or three articles. There is an assignment due almost every week. Assignments are of several types.

- **Reading Response:** A summary or targeted response to a research article or chapter. Submit reading responses before lab and be prepared to lead or participate in discussion of readings.
- **Process Assignments:** Based on the material in readings, lecture, and lab. Process assignments provide building blocks for papers. These assignments are usually a few pages, though some may be longer. Some assignments require a formal draft of a Paper that you work on the following week.
- **Papers:** Structured reports of modest length – about four pages. Papers are more formal than other assignments and require integration of additional sources. Grading criteria weigh more heavily (compared to other assignments) whether the presentation is organized, clear, and professional.

**Lab and office hours.**

Attendance at and participation in lab are recorded. Participation in lab can help your grade if you are within 1 or 2 points of a boundary. The TA provides substantial support for the assignments during the required labs. Office hours are meant to be used **in addition to**, not instead of, attending lab.

**Evaluation:**

10 Process Assignments	30%
Paper 1	15
Paper 2	15
Paper 3	15
Paper 4	15
Reading responses	10

All assignments – including all Reading Responses -- must be completed to receive a grade for the class; however, **we drop the lowest grade** from the 11 Process Assignments (so only 10 are counted above). Attendance will be taken at lecture and lab and participation will be considered for grades that are 1 or 2 points below a boundary.

Grade point distribution is expected to be as follows:

- A = 93-100
- AB = 87-92
- B = 80-86
- BC = 77-79
- C = 70-76
- D = 60-69
- F = Below 60

**Criteria for evaluation.**

Evaluation of assignments and papers considers the following: Clarity and relevance; integration of material presented in the readings, lectures, and lab; and professionalism of the presentation. A professional presentation is written clearly, tries to avoid jargon and big words, and addresses the assignment.

## Soc 351: Course Outline and Schedule

- Do the readings from the textbook for the week before Tuesday lecture if possible. Lab activities assume that you have done the reading and completed any assigned Reading Response.
- **Reading Responses** are due by 11:59 pm on Thursday before lab. So Reading Response for WK02 is due at 11:59 on Thursday 13 September.
- **Process Assignments and Papers** are due at the beginning of class (9:30 am) on Tuesday of the following week, so WK01\_Assignment is due on Tuesday of Week 2.

### Week 1 – Introduction & Total Survey Error & Planning the Survey – Only one class this week! Lab DOES meet!

<b>Text:</b>	BCB Chapter 1 & Chapter 2 & Chapter 3 – read before lab
<b>Reading Response</b>	None this week!
<b>Additional Reading(s):</b>	Review of General Social Survey Design as part of Process Assignment (see below).
<b>Lab:</b>	Listen to 2 modules of General Interviewer Training. Exercise on interviewing each other Stata start up – meet the data set.
<b>Process Assignment:</b>	Report about interviews in lab Review and summarize design of General Social Survey Complete CITI training and snip certificate to include in weekly assignment. Snip of certificate for CITI training

### Week 2 – Sampling I – Basic Concepts

<b>Text:</b>	BCB Chapter 5 – Sampling I: Concepts of Representation and Sample Quality
<b>Additional Reading</b>	BRFSS Overview for 2015 for Process Assignment (see below).
<b>Reading Response (Due in Canvas Thursday night)</b>	Pew_2016_Twilight-of-Landline-Interviewing-FINAL-for-web. <a href="http://www.pewresearch.org/2016/08/01/the-twilight-of-landline-interviewing/">http://www.pewresearch.org/2016/08/01/the-twilight-of-landline-interviewing/</a>
<b>Lab:</b>	Introduction to sampling distributions. Sampling frame evaluation.  Note: Labs and Assignments for Weeks 2-4 cumulate and provide instruction and content for Paper 1.
<b>Process Assignment:</b>	Report on lab activities: Sampling distribution exercises and evaluation of example sampling frame, including categories of problems with frame (e.g., blanks, duplicates, etc.).
<b>Other:</b>	Notify instructor by Friday of Week 02 if you require accommodations because of a disability or rescheduling of assignments because of religious observances.

### Week 3 – Sampling II: Populations and Sampling Frames

<b>Text:</b>	BCB Chapter 6 - Sampling II – Population Definition and Sampling Frames BCB Chapter 7 - Sampling III: Sample Size and Sample Design
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<b>Reading Response</b>	Baker, Reg, J. Michael Brick, Nancy A. Bates, Mike Battaglia, Mick P. Couper, Jill A. Dever, Krista J. Gile and Roger Tourangeau. 2013. "Summary Report of the AAPOR Task Force on Non-Probability Sampling." <i>Journal of Survey Statistics and Methodology</i> 1(2):90-105. doi: 10.1093/jssam/smt008.
<b>Recommended Readings:</b>	For Reference: Piazza, Thomas. 2010. "Fundamentals of Applied Sampling." Pp. 139-68 in <i>Handbook of Survey Research, Second Edition</i> , edited by P. V. Marsden and J. D. Wright. Bingley, UK: Emerald Group Publishing Limited.
<b>Lab:</b>	Drawing simple random samples and stratified samples from example population. Probability proportional to size (PPS) sampling.
<b>Process Assignment:</b>	Report on lab activities: Sample statistics for simple random and stratified samples, logic of PPS sampling, discussion of benefits and drawbacks of different sample designs.

#### Week 4 – Data Collection 1: Selecting a method

<b>Text:</b>	BCB Chapter 4 – Data Collection I: Selecting a Method
<b>Reading Response</b>	Use concepts from the sampling discussions to understand the issues in these articles: <a href="https://www.theguardian.com/us-news/2017/sep/22/college-free-speech-violence-survey-junk-science">https://www.theguardian.com/us-news/2017/sep/22/college-free-speech-violence-survey-junk-science</a>  <a href="https://scatter.wordpress.com/2017/09/20/surveys-are-hard-work/">https://scatter.wordpress.com/2017/09/20/surveys-are-hard-work/</a>  Couper, Mick P. 2011. "The Future of Modes of Data Collection." <i>Public Opinion Quarterly</i> 75(5):889-908. doi: 10.1093/poq/nfr046.
<b>Lab:</b>	Work time to extend Week 3 Process Assignment to Paper 1
<b>Process Assignment:</b>	None this week. Revise Lab report for paper 1.
<b>Paper 1:</b>	Describe design and implementation of multistage sample drawn in lab including the research question, definition of target population, discussion of frame quality and coverage, implications for mode, and comparison of SRS and stratified designs.

#### Week 5 – Data Collection 2: Address-Based Samples – Mixed Mode

<b>Text:</b>	None.
<b>Additional Reading(s):</b>	Harter, Rachel, Stephanie Eckman, Ned English and Colm O'Muircheartaigh. 2010. "Applied Sampling for Large-Scale Multistage Area Probability Designs." Pp. 169-97 in <i>Handbook of Survey Research, Second Edition</i> , edited by P. V. Marsden and J. D. Wright. Bingley, UK: Emerald Group Publishing Limited. [Read pp. 169-178. Skim from MOS discussion on p. 177 up to section 6.3. Then begin reading more closely with section 6.3, focusing on the concepts.]
<b>Recommended Reading</b>	Chang, Linchiat and Jon Krosnick, 2010. "Comparing Oral Interviewing with Self-Administered Computerized Questionnaires An Experiment," <i>Public Opinion Quarterly</i> , Vol. 74, No. 1, pp. 154–167.

**Reading Response** Amaya, Ashley, Felicia Leclere, Kari Carris and Youlian Liao. 2015. "Where to Start: An Evaluation of Primary Data-Collection Modes in an Address-Based Sampling Design." *Public Opinion Quarterly* 79(2):420-42. doi: 10.1093/poq/nfv012.

**Lab:** Organizing a literature review. Then begin a formal literature review of the impact of the features of advance letters on participation. The literature review spreadsheet includes one meta-analysis to get the review started. Collaborate in lab to identify six different experiments that are relevant and six that are not. Each student will be assigned one relevant and one irrelevant article from those identified.

Logic of experiments (Chang & Krosnick; Amaya et al.)

**Process Assignment** Contribute to a formal literature review of the impact of the features of advance letters on participation (either response rate or cooperation rate). Add assigned articles to the literature review spreadsheet.

## Week 6 – Measurement: Split-ballot experiments and Literature Reviews

**Text:** BCB Chapter 8 – Questionnaire Development I: Measurement Error and Question Writing

**Reading Response** Colasanto, Diane, Eleanor Singer, and Theresa F. Rogers. 1992. "Context Effects on Responses to Questions About AIDS." *Public Opinion Quarterly* 56(4):515-18.

Smith, Tom. 2005. GSS Methodological Report 103 (about Self-Reported Health). (For Process Assignment and Paper 2.)

**Lab:** **How it works:** Talk by UWSC staff about obtaining and fielding addressed-based sample (ABS) in Wisconsin FHS

Discuss additional examples of split-ballot question wording experiments.

GSS Experiment:

- What is the research question?
- Frequencies on variables for GSS experiment

**Process Assignment:** Prepare for measurement topic with questions about BCB. To prepare for paper 2, describe the structure of the GSS split ballot experiment, identify outcomes and relationships, and formulate hypotheses.

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## Week 7 - Measurement

**Text:** None

**Additional Reading(s):** Tourangeau, Roger and Norman M. Bradburn. 2010. "The Psychology of Survey Response." Pp. 315-46 in *Handbook of Survey Research*, Second Edition, edited by P. V. Marsden and J. D. Wright. Bingley, UK: Emerald Group Publishing Limited.

**Reading Response:** Smyth, Jolene D, Don A Dillman, Leah Melani Christian and Michael J Stern. 2006. "Effects of Using Visual Design Principles to Group Response Options in Web Surveys." *International Journal of Internet Science* 1(1):6-16

Couper, Mick P., Courtney Kennedy, Frederick G. Conrad, and Roger Tourangeau. 2011. "Designing Input Fields for Non-Narrative Open-Ended Responses in Web Surveys." *Journal of Official Statistics* 27(1):65-85

**Lab:** Review tables: How to title, how to interpret.  
Prepare for GSS analysis: Look for missing values. Create SRH from HEALTH and HEALTH1 and record so that "5" = excellent and check. Compute binary variables to identify where in the distribution the difference comes. Compute chi-sq for form difference for total variable and binary variables.

**Process Assignment (Draft of Paper 2):** Replicate Smith's analysis:  
Write up analysis of split ballot experiment: Issues identified, hypotheses, results, recommendations

## Week 8 – Measurement

**Text:** BCB Chapter 9 – Questionnaire Development II: Questionnaire Structure

Note that the correct link for Martin et al. 2007 given in the text is:  
<https://www.census.gov/srd/mode-guidelines.pdf>

**Additional Reading(s):** Schaeffer, Nora Cate and Stanley Presser. 2003. "The Science of Asking Questions." *Annual Review of Sociology* 29:65-88.  
<http://www.annualreviews.org/eprint/rU4UOoizjrXROhijkRIS/full/10.1146/annurev.soc.29.110702.110112>

**Reading Response** Dykema, Jennifer, Nora Cate Schaeffer, Dana Garbarski and Michael Hout. 2018, forthcoming. "The Role of Question Characteristics in Designing and Evaluating Survey Questions." Pp. 449-70 in *Advances in Questionnaire Design, Development, Evaluation, and Testing*, edited by P. Beatty, D. Collins, L. Kaye, J. Padilla, G. Willis and A. Wilmot. Hoboken, NJ: Wiley.

**Lab:** Training in QUAID  
Analyze 5 items from the ClassQuex.  
Use QUAID to analyze problems in ClassQuex in Week08\_Practice\_ItemAnalysis

Continue analysis of GSS split-ballot experiment. Add education and one (?) other continuous variable.

**Paper 2** Analysis of GSS questions about self-reported health

## Week 9 - Measurement

**Text:** None.

**Additional Reading(s):** Fowler Jr., Floyd J. and Carol Cosenza. 2009. "Design and Evaluation of Survey Questions." Pp. 375-412 in *The Sage Handbook of Applied Social Research Methods*, edited by L. Bickman and D. J. Rog. Thousand Oaks, CA: Sage.

**Reading Response** Maitland, Aaron and Stanley Presser. 2016. "How Accurately Do Different Evaluation Methods Predict the Reliability of Survey Questions?" *Journal of Survey Statistics and Methodology* 4(3):362-81. doi: 10.1093/jssam/smw014.

**Lab:** Add CCS to items in ClassQuex Draft cognitive interview probes for ClassQuex.  
Cognitive interview training

Practice Cognitive interviews on ClassQuex. (Will add to this and upload as part of Process Assignment.)

**Process Assignment**

Analysis of ClassQuex cognitive interviews and revision of items.

Use QUAID and CCS for news questions in News\_Pew\_ItemAnalysis, and draft list of issues for the items.

**Week 10 - Measurement**

**Text:** BCB Chapter 10 – Questionnaire Development III: Pretesting  
Methodology Appendix 3 – Cognitive Interviewing Workshop

**Additional Reading(s):** Willis, Gordon B., Patricia Royston and Deborah Bercini. 1991. "The Use of Verbal Report Methods in the Development and Testing of Survey Questionnaires." *Applied Cognitive Psychology* 5:251-67.

**Reading Response** Collins, Debbie. 2003. "Pretesting Survey Instruments: An Overview of Cognitive Methods." *Quality of Life Research* 12(3):229-38. doi: 10.1023/a:1023254226592.

**Lab:** Bring CCS.  
Develop cognitive interviewing probes for news questions and add to News\_Pew\_ItemAnalysis  
  
Conduct practice cognitive interviews for news questions and revise probes as needed.

**Process Assignment:** Conduct two cognitive interviews about news item; record results of the interviews in News\_Pew\_ItemAnalysis. Draft analysis for Paper 3.

**Week 11 - Measurement**

**Text:** Methodology Appendix 2 – Questionnaire Evaluation Workshop

**Reading Response** Couper, Mick P., Roger Tourangeau and Kristin Kenyon. 2004. "Picture This! Exploring Visual Effects in Web Surveys." *Public Opinion Quarterly* 8(2):255-66.

**Lab:** To practice revising questions revise some of standardized questions in Text, Methodology Appendix 2 and discuss various revisions.

Look at the Pew Research report about news consumption at this link:  
<http://www.journalism.org/2017/09/07/news-use-across-social-media-platforms-2017/>

What is Pew’s conceptual definition of “the news”?  
What would your conceptual definition of the news be?  
What aspects of “news” are not measured with the Pew questions that you have been analyzing?

Work time for paper 3

**Paper 3:** Report on cognitive interviews of news questions, making suggestions for revisions

## Week 12 – Data Collection - Survey Design – One class this week! No lab! Thanksgiving!

<b>Text:</b>	None
<b>Additional Reading(s):</b>	Vogl, Susanne. 2018. "Advance Letters in a Telephone Survey on Domestic Violence: Effect on Unit Nonresponse and Reporting." <i>International Journal of Public Opinion Research</i> :edy006-edy06. doi: 10.1093/ijpor/edy006.  Dykema, Jennifer, Karen Jaques, Kristen Cyffka, Nadia Assad, Rae Ganci Hammers, Kelly Elver, Kristen C. Malecki and John Stevenson. 2015. "Effects of Sequential Prepaid Incentives and Envelope Messaging in Mail Surveys." <i>Public Opinion Quarterly</i> 79(4):906-31. doi: 10.1093/poq/nfv041.
<b>Reading Response</b>	No lab this week.
<b>Lab:</b>	No lab this week. Thanksgiving weekend.
<b>Process Assignment</b>	None! Questions about readings only! Happy thanksgiving!

## Week 13 – Data Collection and Error

<b>Text:</b>	BCB Chapter 11 – Data Collection II: Controlling Error in Data Collection
<b>Additional Reading(s):</b>	Lynn, Peter. 2016. "Targeted Appeals for Participation in Letters to Panel Survey Members." <i>Public Opinion Quarterly</i> 80(3):771-82. doi: 10.1093/poq/nfw024.  <del>Olson, Kristen. 2013. "Do Non-Response Follow-Ups Improve or Reduce Data Quality? A Review of the Existing Literature." <i>Journal of the Royal Statistical Society: Series A (Statistics in Society)</i> 176(1):129-45. doi: 10.1111/j.1467-985X.2012.01042.x.</del>
<b>Reading Response</b>	Garbarski, Dana, Nora Cate Schaeffer and Jennifer Dykema. 2016. "Interviewing Practices, Conversational Practices, and Rapport: Responsiveness and Engagement in the Standardized Survey Interview." <i>Sociological Methodology</i> 46(1):1-38. doi: 10.1177/0081175016637890.
<b>Lab:</b>	Discuss elements of advance letters Analysis of advance letter for NSCG Discussion of proposal for experiment for advance letters for Paper 4 Continue literature review for experiment proposal for Paper 4 Organizing literature reviews: Advance letters
<b>Process Assignment:</b>	Review and analyze packet of survey materials - advance letter, etc. Write advance letter for the news questions. Draft sections of Paper 4.
<b>Other announcements</b>	Class meets in 4327 Sterling on Thursday 29 November for talk by John Stevenson, Associate Director of UWSC and former CAR student, and brief UWSC tour.

## Week 14 – Post-survey Processing and Reporting

<b>Text:</b>	BCB Chapter 12 - Postsurvey Statistical Adjustments and the Methodology Report
<b>Additional Reading(s):</b>	Vardigan, Mary B. and Peter Granda. 2010. "Archiving, Documentation, and Dissemination." Pp. 707-29 in <i>Handbook of Survey Research, Second Edition</i> ,



edited by P. V. Marsden and J. D. Wright. Bingley, UK: Emerald Group Publishing Limited.

Watch videos for AAPOR Transparency Initiative. Review TI requirements: <http://www.aapor.org/Standards-Ethics/Transparency-Initiative/Educational-Materials.aspx>

**Reading Response**

<https://www.nytimes.com/interactive/2016/09/20/upshot/the-error-the-polling-world-rarely-talks-about.html>

**Lab:**

1. Response rates  
Use for lab and reference: AAPOR Standard Definitions, [http://www.aapor.org/Standards-Ethics/Standard-Definitions-\(1\).aspx](http://www.aapor.org/Standards-Ethics/Standard-Definitions-(1).aspx)  
Calculating response rates  
Using the AAPOR RR Calculator
2. Transparency Initiative and reporting  
Discussion of transparency initiative/Review report template: [http://www.aapor.org/AAPOR\\_Main/media/transparency-initiative/Examples\\_Methodological\\_Reporting\\_Revised\\_081015.pdf](http://www.aapor.org/AAPOR_Main/media/transparency-initiative/Examples_Methodological_Reporting_Revised_081015.pdf)  
Analyze compliance of sample methodology report

<b>Paper 4</b>	<b>Experimental design about features of advance letter for the news questions. Due 14 December.</b>
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**Week 15 – Survey Documentation and Reporting – Only one class this week! No lab.**

**Text:** None  
**Additional Reading(s):** AAPOR Report: Evaluating Survey Quality, 2016: <https://www.aapor.org/Education-Resources/Reports/Evaluating-Survey-Quality.aspx>

Schober, Michael F., Josh Pasek, Lauren Guggenheim, Cliff Lampe and Frederick G. Conrad. 2016. "Social Media Analyses for Social Measurement." *Public Opinion Quarterly* 80(1):180-211. doi: 10.1093/poq/nfv048.

**Lab:** No lab.

**Paper 4** Paper 4 due Friday 14 December at noon.

**Other Announcements** Last class is Tuesday of this week.  
No lab this week. Office hours TBA.

## **Administrative matters.**

### **Communication.**

Unless instructed otherwise, please communicate about this course by UW email. Send messages to the instructor or the TA, from whomever you wish a reply. The instructor and TA may each then add the other to a reply to help speed communication. **Begin the subject line with "Soc351." No blanks.**

### **Appointments.**

Please use the Scheduling Assistant within MyUW to schedule appointments with the instructor during office hours. Please check during class to make sure you go to the right office!

<https://calendar.wisc.edu/scheduling-assistant/>

If you try to make an appointment, but I do not seem to be available or you have a conflict with my office hours, check with me by email, and we will find a time.

### **Missed Classes or Lab.**

If you need to miss class or lab, it is your responsibility to find out what was covered. Your best resource will be another student in the class who has notes. Although we are happy to give some general guidance about topics covered, it is not possible to recreate a lecture or lab during office hours.

### **Privacy of Grades.**

Use only the last six digits of your UWID on all assignments; no names. To protect your privacy, we cannot give grades over the telephone or by email. If you want an assignment or grade given to someone else, you must give the instructor a letter of authorization.

### **Classroom comportment.**

Because this is a small class, please sit in the front half of the room. Be respectful of instructor, TAs, and other students. Turn your cellphone off (not to vibrate) before the lecture or lab begins. No use of headphones and no texting during class; if you text or use your phone, you may be asked to stop or leave the class. If you need to leave the class and return (for example, because you need to take a telephone call for a medical emergency) arrange with the instructor in advance. Napping, reading a newspaper, shopping online and such are not appropriate during class.

### **Penalties and incompletes.**

You must complete assignments and papers on time to avoid a penalty. All assignments must be completed to receive a grade for the class, even if you turn the assignment in too late to receive credit. To be fair to those who complete work on time, I deduct a letter grade for each day an assignment is late until the beginning of lab that week. Any assignment turned in after the beginning of lab gets no credit, but you must still turn the assignment in. We may discuss the content of assignments in class or lab after the due-date, so accepting late assignments is not fair to the other students. However, I recognize that emergencies happen, so I allow a one-day grace period for one assignment. If your life is disrupted and we need to talk about how that will affect your timeliness in this class, please let me know. Also note that there is a substantial penalty for exceeding the word limit for the papers.

## **Departmental Notices**

### **Official Course Description**

#### **SOC 351 — INTRODUCTION TO SURVEY METHODS FOR SOCIAL RESEARCH**

3 credits.

Introduces the principles that underlie the uses of surveys for social research and experience in some of the basic techniques of survey research. Specific topics include the basic concepts of sampling and survey measurement. Readings, lectures, and labs present different material, and all are required. Labs and short reports are an integral part of the course. They illustrate how survey researchers apply the methods presented in the class and provide students the opportunity to practice applying the concepts and methods they learn every week. The techniques used in this class are relevant for many kinds of data collection and standardized measurement, such as experiments in social

psychology or political polls, although neither of these specialized methodologies is covered in this course. Provides a substantial experience with practical research skills that are relevant in many academic and private sector contexts.

Enroll Info: None

### **Course learning outcomes.**

- Identify basic sampling concepts and apply them when drawing and documenting a sample.
- Describe basic concepts of error in surveys, total survey error, variable errors and bias.
- Analyze the components of experiments with a variety of outcomes and designs relevant to survey methodology.
- Apply fundamental methods for question testing.
- Apply principles of question design in developing survey questions.
- Analyze split-ballot experiment, contextualize analysis with well-focused review of relevant literature, accurately describe results, lead to appropriate conclusions.
- Document work in professionally written reports.

### **Department learning outcomes.**

Beyond the specific substantive and methodological content, I will cover in this course, I have designed this course to provide students opportunities to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- *Conduct Research and Analyze Data (quantitative or qualitative).* Although professional-quality research requires graduate-level training, we expect that all undergraduate majors will be able to conduct small-scale research in which they formulate a research question, collect data, analyze results, and draw conclusions.
- *Critically Evaluate Published Research.* Sociology graduates will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- *Communicate Skillfully:* Sociology majors write Papers and make oral presentations that build arguments and assess evidence in a clear and effective manner. Students will communicate in a clear, organized engaging manner, using language, methods, and critical tools appropriate to the social sciences.
- *Prepare for Graduate School and the Job Market:* Students use their social research skills to identify opportunities for employment or further study, assess their qualifications for these opportunities, and identify strategies for gaining the necessary knowledge and experience to improve their qualifications. Students are encouraged to develop and maintain portfolios of their written work and educational experiences to aid them in preparing applications and to learn how to present their accomplishments. Students will understand, recognize, and apply principles of ethical and professional conduct.
- *Work effectively in groups:* Students will improve their skills in understanding group dynamics and working well with people from different backgrounds with different strengths and weaknesses.
- *Improve project management skills:* Students will improve their skills in time management, ordering and executing a series of complex and inter-related tasks, and integrating distinct components of a project into a final product.

### **McBurney Disability Resource Center syllabus statement:**

“The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.”

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

### **Accommodations.**

Please send the instructor an email **by the end of the second week of the course** if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. This may be the case if English is your second language or you experience a physical or psychological condition that makes it difficult for you to complete assignments or exams without some modification of those tasks. Accommodations are provided for students who qualify for disability services through the [McBurney Center](http://www.mcburney.wisc.edu/). Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu/>. Provide a copy of your accommodations request (VISA) to the instructor by the end of the second week of class.

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's [web page](https://kb.wisc.edu/page.php?id=21698) for details: <https://kb.wisc.edu/page.php?id=21698>.

### **Sexual harassment and misconduct.**

Professional conduct and appropriate behavior are critical to create a safe learning environment for students and instructors alike. Here is a statement about sexual harassment from the University:

#### **What is Sexual Harassment?**

Unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is a condition of employment, academic progress, or participation in a university program; or
- submission to or rejection of such conduct influences employment, academic or university program decisions; or
- the conduct interferes with an employee's work or a student's academic career, or creates an intimidating, hostile or offensive work, learning, or program environment.

[Tangible Action or Quid Pro Quo \(This for That\) Sexual Harassment](#) and [Hostile Environment Sexual Harassment](#) are both illegal and unacceptable.

One practical implication is that instructors (faculty or graduate students) may not date students to whom they will be assigning grades. If you believe that you have been harassed, contact the chair of the Department of Sociology ([socchair@ssc.wisc.edu](mailto:socchair@ssc.wisc.edu)), The Title IX office ([TitleIX\\_Coordinator@wisc.edu](mailto:TitleIX_Coordinator@wisc.edu)), or see this link for confidential sources (<https://compliance.wisc.edu/titleix/campus-procedures/reporting/complainant/>).

### **Academic integrity.**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

As with all courses at the University of Wisconsin, you are expected to follow the University's rules and regulations pertaining to academic honesty and integrity. The standards are outlined by the [Office of the Dean of Students](http://www.students.wisc.edu/doso/academic-integrity/) at <http://www.students.wisc.edu/doso/academic-integrity/>

According to UWS 14, academic misconduct is defined as:

- Seeks to claim credit for the work or efforts of another without authorization or citation;

- Uses unauthorized materials or fabricated data in any academic exercise;
- Forges or falsifies academic documents or records;
- Intentionally impedes or damages the academic work of others;
- Engages in conduct aimed at making false representation of a student's academic performance;
- Assists other students in any of these acts.

For a complete description of behaviors that violate the University's standards as well the disciplinary penalties and procedures, please see the Dean of Students [website](#).

My tolerance for plagiarism or other academic misconduct is very low. If you plagiarize or engage in other misconduct in this course, you will probably be required to discuss the matter with the Dean of Students. If you have questions about the rules for any of the assignments or exams, please ask your instructor.

### **Institutional statement on diversity**

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.”

<https://diversity.wisc.edu/>

### **Feedback.**

I am interested in hearing your reactions to the course, and your suggestions for improvement. At one point during the semester we may have an informal evaluation at which time you are able to write comments or make suggestions anonymously. In addition, please feel free to e-mail comments or suggestions to [schaeffe@ssc.wisc.edu](mailto:schaeffe@ssc.wisc.edu) or make an appointment to see me.

### **Departmental notice of grievance and appeal rights.**

The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, 8128 Social Science ([socchair@ssc.wisc.edu](mailto:socchair@ssc.wisc.edu)).