Claremont Graduate University
DBOS
Survey Research Methods
Psychology 315j
Module 1, Fall 2014
Module 2, Spring 2015

Professor:  Jason T. Siegel, Ph.D. (jason.siegel@cgu.edu)
Office Hours Wed 1 – 4 (Office hours are often booked in advance. Please make an
appointment).

TA’s:  Candice Donaldson (Candice.donaldson@cgu.edu)
Valeska Dubon (Valeska.dubon@cgu.edu)
Joseph Wagoner (Joseph.wagoner@cgu.edu)

Course Description: This class will focus on both theoretical understanding and practical skills. Topics to be
covered include the major stages of the survey process; underlying theory of numbers and scales; hypothesis
and problem formation; development of survey questions and instruments; survey implementation; data
analysis; and, presentation of results. This course will include lectures, but will be principally conducted in a
seminar format to encourage open discussions and dialogue. Class discussion and student presentations will be
incorporated to encourage active participation. There are no prerequisites for this course.

Course Schedule: This survey course follows an irregular schedule. The nature of the course requires
consistent meetings throughout the academic year. We meet every week during Module 1 (Fall). Course
meetings for Module 2 (Spring) are spread out throughout Module 2 (Fall) and Module 1 and 2 (Spring). By
registering for Module 1 (Fall), you are committing to remain in the course for the full year and register for
Module 2 (Spring). Please pay close attention to the schedule presented herein.

Objectives: My goal in this course is to help you develop a good understanding of the factors that must be
considered when attempting to use survey techniques in order to gain valid information on important social
issues. This will be accomplished by having you participate in every step of the survey research process. By the
end of this course, you will have working, practical knowledge of the survey research method. Further, you will
have obtained research skills that will serve you throughout your career.

Class Attendance: This class meets on Wednesday morning from 9am – 11:50am. Unapproved absences or
late attendance for three or more classes (throughout the entire course) may result in a lower grade or an
“incomplete” for the course. If a student has to miss a class, the student is responsible for all material that was
missed. Missed quizzes and papers will not be available for re-taking.

Scientific and Professional Ethics: The work you do in this course must be your own. Feel free to build on,
react to, criticize, and analyze the ideas of others but, when you do, make it known whose ideas you are
working with. You must explicitly acknowledge when your work builds on someone else's ideas, including
ideas of classmates, professors, and authors you read. If you ever have questions about drawing the line between
others' work and your own, ask the course professor who will give you guidance. Exams and quizzes must be
completed independently. Any collaboration on answers to exams, unless expressly permitted, may result in an
automatic failing grade and possible expulsion from the Program.
Grading

A = 92 – 100  
B = 83 – 91  
C = 74 – 82  
D = 65 – 73  
F = 0 – 64

Grading Scale Details

<table>
<thead>
<tr>
<th>Letter Grade +/-</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98 – 100+</td>
</tr>
<tr>
<td>A</td>
<td>95 – 97</td>
</tr>
<tr>
<td>A-</td>
<td>92 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 91</td>
</tr>
<tr>
<td>B</td>
<td>86 – 88</td>
</tr>
<tr>
<td>B-</td>
<td>83 – 85</td>
</tr>
<tr>
<td>C+</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C</td>
<td>77 – 79</td>
</tr>
<tr>
<td>C-</td>
<td>74 – 76</td>
</tr>
<tr>
<td>D+</td>
<td>71 – 73</td>
</tr>
<tr>
<td>D</td>
<td>68 – 70</td>
</tr>
<tr>
<td>D-</td>
<td>65 – 67</td>
</tr>
<tr>
<td>F</td>
<td>0 – 64</td>
</tr>
</tbody>
</table>

Note: Standard rules of rounding apply: A grade of 88.6 would round up to a B+, but a grade of 79.3 would stay a grade of C.

Grading (Module 1):

- Quizzes (3 quizzes, 5% each) 15%
- Topic Proposal Outline 5%
- Topic Proposal 25%
- Methods and Survey 25%
- Midterm 30%

Grading (Part 2: Nov - May):

- Literature review/Methods 15%
- State of the Fields 10%
- Data Analysis Plan 10%
- IRB Application 10%
- Data Reports 10%
- Final Paper (Round 1) 15%
- Final Presentation 15%
- Final Paper (Round 2) 15%
Expectations and Logistics

**Required Textbooks:**
  ----The Dillman book is in the form of a course packet at the bookstore. *You can also buy it on-line for much cheaper.* Be sure you are purchasing the 2nd Edition, do not buy the 3rd Edition. I mean, you can if you wish. But do not buy it for the course.
- And other readings as provided or assigned.

**Group Projects:** This course will require you to work closely with a small group of your classmates. I expect all group members to contribute equally. I expect to give all group members the same grade for group projects and presentations, but I reserve the right to give different grades to different group members should the need arise. This is not my desired course of action. I encourage you to speak to me as soon as possible should social loafing become a problem.

**Late Assignments:** You will have numerous assignments throughout the semester. Part of the challenge of the class is the selection of a population and research question that works within the constraints of the class (e.g., deadlines). If your assignment is late because you had trouble collecting data, that indicates either a) bad decisions on the part of data collection processes, b) an unfortunate series of events beyond your control, or c) a little bit of both. Regardless of the cause, if an assignment is late, you will lose ten points from your assignment grade. If it is more than one-week late, you will lose 20 points. You will lose an additional 10 points for each additional week. To be sure, we are sympathetic to the challenges that can arise; however, you will still lose points for late assignments.

**Final Paper:** Your final paper will be a group effort. Each group will hand in one paper.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 3rd</td>
<td>Introductions – Group Formation</td>
</tr>
<tr>
<td>Sept 10th</td>
<td>Presentation of initial group ideas; Scales vs. Surveys, Scale Validation</td>
</tr>
<tr>
<td>Sept 17th</td>
<td>Writing Survey Items Part 1</td>
</tr>
<tr>
<td>Sept 24th</td>
<td>Writing Survey Items Part 2 (Quiz #1)</td>
</tr>
<tr>
<td><strong>Due:</strong></td>
<td><strong>Outlines of topic proposals</strong></td>
</tr>
<tr>
<td>October 1st</td>
<td>Ordering Survey Question (Quiz #2)</td>
</tr>
<tr>
<td>October 8th</td>
<td>Creating Graphically Favorable Surveys (Quiz #3)</td>
</tr>
<tr>
<td><strong>Due:</strong></td>
<td><strong>Topic proposals (lit review, including hypotheses/research questions)</strong></td>
</tr>
<tr>
<td>October 15th</td>
<td>Survey Workshop Day- Draft copies of your survey due.</td>
</tr>
<tr>
<td>October 22nd</td>
<td>SPEED DATING #1 (Bring 6 copies of your survey to class)</td>
</tr>
<tr>
<td><strong>Due:</strong></td>
<td><strong>Methods and Survey</strong></td>
</tr>
<tr>
<td>October 29th</td>
<td>Midterm</td>
</tr>
</tbody>
</table>

**MODULE ONE ENDS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 5th</td>
<td>SPEED DATING #2 (Bring 6 copies of your survey to class)</td>
</tr>
<tr>
<td>November 12th</td>
<td>The IRB Application</td>
</tr>
<tr>
<td></td>
<td>Programing on-line surveys</td>
</tr>
<tr>
<td>November 19th</td>
<td>State of the fields</td>
</tr>
<tr>
<td>November 26th</td>
<td>NO CLASS</td>
</tr>
<tr>
<td><strong>Due:</strong></td>
<td><strong>Data Analysis Plan &amp; IRB FORMS (unless full board)</strong></td>
</tr>
<tr>
<td><strong>Due:</strong></td>
<td><strong>Literature review/Methods</strong></td>
</tr>
<tr>
<td>December 10th</td>
<td>Survey gizmo final testing and launching.</td>
</tr>
<tr>
<td>February 4th</td>
<td>Data cleaning and analysis assistance</td>
</tr>
<tr>
<td>February 11th</td>
<td>NO CLASS</td>
</tr>
<tr>
<td><strong>Due:</strong></td>
<td><strong>Data Reports</strong></td>
</tr>
<tr>
<td>March 18th</td>
<td>NO CLASS:</td>
</tr>
<tr>
<td><strong>Due:</strong></td>
<td><strong>Final paper round #1</strong></td>
</tr>
<tr>
<td>April 8th</td>
<td>FINAL PRESENTATIONS</td>
</tr>
<tr>
<td>April 15th</td>
<td>FINAL PRESENTATIONS</td>
</tr>
<tr>
<td>April 22nd</td>
<td>FINAL PRESENTATIONS (if needed)</td>
</tr>
<tr>
<td>May 6th</td>
<td>NO CLASS</td>
</tr>
<tr>
<td><strong>Due:</strong></td>
<td><strong>Final paper round #2</strong></td>
</tr>
</tbody>
</table>
## Class Meetings: Module 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Hours</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 3rd</td>
<td>Wednesday</td>
<td>9 - 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Introductions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Group Formation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Four people per group.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Suggested group names, please notice the common feature of these names: Fantastic Four, Four Horsemen, The Fab Four, The Fearsome Foursome, The Four-ce.</td>
</tr>
<tr>
<td>Sept 10th</td>
<td>Wednesday</td>
<td>9 - 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Presentation of initial groups ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- What is a survey?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Scales vs. Surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Scale Validation</td>
</tr>
</tbody>
</table>

*Readings:*

Dillman Ch. 2

Maner, J. K. (2014) Let's put our money where our mouth is: If authors are to change their ways, reviewers (and editors) must change with them. *Perspectives on Psychological Science, 343-351.*


*Optional Readings:*


Sept 17th  | Wednesday  | 9 - 12|          |
|          |            |       | - Writing Survey Questions  |

*Readings:*

Sudman, Ch. 1-5


**Optional Readings:**


---

**Sept 24th Wednesday 9 - 12**

*QUIZ #1
- Writing Survey Questions (Continued)
- Evaluating Survey items
- Evaluate the survey provided in class. Using the criteria discussed in class, evaluate the instrument. Focus your comments on item content and wording.

**Readings:**
*Sudman, Ch. 6-11*

**Optional Readings:**


**Due: Outlines of topic proposals. You must with your TA prior to submitting this assignment.**

---

**Oct. 1st**

*QUIZ #2
Ordering Survey Questions

**Readings:** *Dillman, Ch. 3.*; *Dillman & Bowker, The Web Questionnaire Challenge to Survey Methodologists.*

**Optional Readings:**


OCTOBER 8th Wednesday 9-12
*QUIZ #3
Creating Graphically Favorable Surveys

Readings:


Optional readings:


Due: Topic proposals (lit review, including hypotheses/research questions)

Oct 15th Wednesday 9 – 12
Survey Workshop Day
Bring draft copies of your survey. We do not expect these to be pretty. In the worst case, bring copies of the scales you plan on including in your survey.

Readings:


Oct 22nd  Wednesday  9 – 12
SPEED DATING #1 (Bring six copies of your survey to class).

**Due: Methods and Survey**

Oct 29th  Wednesday  9 – 12

**Midterm**

**Class Meetings: Module 2**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 5th</td>
<td>Wednesday</td>
<td>9 - 12</td>
</tr>
<tr>
<td></td>
<td>SPEED DATING #2</td>
<td></td>
</tr>
<tr>
<td>Nov 12th</td>
<td>Wednesday</td>
<td>9 - 12</td>
</tr>
<tr>
<td></td>
<td>The IRB Application</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Programing on-line surveys</td>
<td></td>
</tr>
<tr>
<td>Nov 19th</td>
<td>Wednesday</td>
<td>9 - 12</td>
</tr>
<tr>
<td></td>
<td><em>Survey Workshop Day</em></td>
<td></td>
</tr>
</tbody>
</table>

**Due: STATE OF THE FIELDS**
Each student will find three articles that empirically assess any aspect of survey design, writing, ordering, motivation. You will be given an excel sheet in which you will be asked to enter the citation, the central finding, and then a few sentences on the validity of the finding. You will be graded on the quality of the articles selected and your write-up.

Please upload your excel sheet and your articles to dropbox. We will then put all the articles together and distribute the articles and an excel sheet with everyone’s work to the class. We hope this will be a useful resource for the future.

Nov 26th  Wednesday  9 - 12
NO CLASS

**Due: Data Analysis Plan & IRB FORMS (unless full board)**
**Due: Literature review/Methods/Survey (draft)**

Dec 10th  Wednesday  9 - 12
Survey Gizmo/Qualtrics final testing and launching.
Feb 4th
Wednesday 9 - 12
Data cleaning and analysis assistance

Feb 11th
Wednesday 9 - 12
NO CLASS
Due: Data Reports

March 18th
Wednesday 9 - 12
NO CLASS
Due: Full Paper (Round #1)

April 8th
Wednesday 9 - 12
FINAL PRESENTATIONS

April 15th
Wednesday 9 - 12
FINAL PRESENTATIONS

April 22nd
Wednesday 9 - 12
FINAL PRESENTATIONS

May 6th
Wednesday 9 - 12
NO CLASS
Due: Full Paper (Round #2)
Assignment/Quiz Descriptions (Module 1):

Quiz #1 (September 24th): This quiz will ask questions pertaining to writing effective survey items. You are expected to know the principles put forth by Dillman, as well as the extra one’s put forth in the lecture. There will also be at least one question on the assigned articles.

Quiz #2 (October 1st): The second quiz will include a couple of items on writing effective survey items and a couple of items on the first five chapters of Sudman.

Quiz #3 (October 8th): The third quiz will include a couple of items on the second half of the Sudman book as well as a couple of basic questions on questionnaire design through the eyes of Dillman.

Paper Assignment #1 (October 15th): Topic proposals (lit review, including hypotheses/research questions). Throughout September you will be determining the research questions you will seek to answer with your survey. Your “topic proposal” should represent the culmination of that work. We expect an APA-style paper that explains the topic you wish to study and the hypotheses/research questions you will ask. The key challenge for this assignment will be writing your proposal in such a way that the reader understands the background, rationale, and importance of the problem/situation/scientific endeavor. You are expected to meet with your Teaching Assistant a couple of weeks before this assignment is due to discuss your ideas. You will be graded on the logic behind your thought as well as the presentation of your ideas. You will also be graded on the elegance of the presentation of information. It will be difficult to receive a good grade if multiple typographical or grammatical errors are found within your proposal. You must tell us the journal to which you plan on submitting the manuscript upon completion. If your paper will be an evaluation that is more for a client than a journal, let us know that as well.

Paper Assignment #2 (October 22nd): Methods and Survey. This assignment has two components. The Methods component will be responsible for 30% of your grade. Essentially, you are expected to write a methods section for your survey. You should follow the APA- Manual and include all relevant information. Similar to paper Assignment #1, you will be graded on the design itself as well as the presentation of your ideas. It will be difficult to receive a good grade if multiple typographical or grammatical errors are found within your methods section. We highly recommend you review your methods plans with Dr. Siegel and your TA in advance.

You will also hand in a pen-and-paper version of your survey. This is worth 70% of your grade. If you plan on collecting data through a web-based survey, **you still must hand in a pen-and-paper version of your survey.** The survey you hand in as part of this assignment should be identical to the survey handed out to the class for speed dating (also on October 22nd). If your survey follows all of Dillman’s principles (on writing items or designing a survey), as well as those discussed in class, and is designed in such a way to minimize context effects, you will receive a high grade. Your survey must be formatted based on good practice for pen and paper surveys. **Please, do not bring a print version of your online survey.**

Midterm (October 29th): The Midterm will consist of questions covering the entire Module. Questions will include, but are not limited to Dillman’s principle for writing questions, Sudman and colleagues’ rules for ordering questions, and Dillman’s advice for creating graphically favorable surveys. Assigned articles and information presented as part of the State of the Field’s are also fair game.

Full Board IRB’s (October 29th): Most of your IRB applications will be exempt; a couple might not be exempt, but will likely be expedited. It is possible that an application or two will have to go to full board. While it is certainly easier to propose a topic that does not have to go to full board, if you go forward with a topic requiring full board, your application will be due to Dr. Siegel on November 28th.
Assignment/Quiz Descriptions (Module 2):

Paper Assignment #3, Literature review/Methods (draft), (November 12th): Please do not let the term “draft” fool you. We expect you to hand in a literature review and methods section that is as good as any final paper you have previously submitted. At this point in the semester, you have already handed in a literature review and received feedback; you have already handed in a methods section and received feedback. We expect this assignment to be a vast improvement as a result. The “draft” refers to the notion that we will be working with you all year to make your literature review and methods so strong, that you will see what you hand in for this assignment as nothing more than a draft, at best. Your grade on this assignment will be based on two factors: 1) the writing and presentation of the paper, and 2) whether you have utilized the comments provided from the assignments and your own increased knowledge base. We expect this “draft” to be free of APA errors from start to finish—including the references!

State of the fields (November 19th):

Paper Assignment #4, data analysis plan, (November 26th): This assignment requires you to provide us with a step-by-step data analysis plan. We want to know the size of the sample you expect to recruit, the covariates to be used, and the analyses you plan on conducting. A power analysis should be included to justify the sample size. Also, you should have a rationale for the analyses you selected. We expect the paper to be well written; we expect figures or graphs of the outcomes you expect; we do not expect many references or citations. To receive a good grade, you must have a solid data analysis plan. If your analysis plan does not allow you to answer your research questions, you will not do well on this assignment. Please meet with your TA’s and Dr. Siegel prior to handing in this assignment. If you meet with us, you should do well on this task.

Paper Assignment #5, IRB Forms, (November 26th): On November 12th we will review the IRB applications. Two weeks later, November 26th, you are responsible for handing in your completed application. We will review your application as if we were members of the IRB Board. If you follow the guidelines presented on the 12th, you should hand in a perfect application and you will be graded accordingly. If you do not receive a perfect score, we will ask you to revise specific parts of your application. You must get the revised application to us by December 10th.

Paper Assignment #6 (February 11th): Data Reports. For this assignment, we are basically expecting the equivalent of “results section” of a research article. You are not being graded on the outcome of the analyses, but rather your presentation of the analyses. Please put some effort into how you can present the data in a clear and logical fashion.

Paper Assignment #7, final paper (draft), (March 25th): Your final paper should follow the instructions for authors provided by the journal you selected at the start of the year. We expect this paper to be bordering on perfection. Any APA, grammatical, or typographical errors will be frowned upon. We expect the flow of the paper to be smooth, the figures informative, and the writing splendid.

Final Presentations (April 8th, 15th, 22nd): SEE BELOW

Paper Assignment #8, final paper (final), (May 6th): This paper will represent nine months of work. We expect this paper to be as splendid as the one you hand in March 25th, but it should be even better as you will have received our comments. Plus, anytime a paper is left to sit for a few weeks, means of improvement come to light.
**FINAL PRESENTATIONS**

We will be judging you on the quality of information presented and the quality of the presentation itself. You can have one person present or five people present. This is completely up to you.

I expect you to dress as if this were a conference presentation. The audience does not have to dress as such, but can do so if they choose.

You have a total of 30 minutes for your presentation. You must leave 5 of those minutes for questions. I do not mind if you go short. You cannot go long. You must start taking questions at the 25-minute mark.

Note: I always struggle with what instruction and specifics to provide. There are some students who want a large amount of guidance; some are quite reactant. Below, I provide a list of suggestions as to how to do a splendid presentation. Some steps may not be applicable. That is fine. This is a general list of good things to do.

If you follow the path laid out before you, and you hit all the points, it will be near impossible for us not to give you an “A.” If you choose not to follow this path, please be sure to cover all the content listed below.

Content:
1. Give a general overview of the literature.
2. Give a thorough picture of the specific domain of the current presentation.
3. Let the audience know where the literature currently stands.
4. Let the audience know how you plan to add to the literature.
5. Let the audience know why your study is a contribution.
6. Provide hypotheses and/or research questions.
7. Get the audience excited about the topic and what is about to be revealed.
8. Give an overview of your survey.
   a. What are the different scales and questions that are present in the survey?
   b. Which scales did you create?
      i. Why did you have to create the scale?
      ii. What was the process of scale creation? Any piloting? Thinkalounds? Pretend that the audience has not been taking the same class as you. Be specific about the process used.
      iii. What are the items of your scale? Please provide all if plausible.
   c. If a scale is validated, tell us why we should consider the scale valid.
   d. Did you order the instruments in any particular order?
   e. Did you make any special decisions in regards to the appearance of the survey?
   f. Was there a manipulation? If so, be very specific.
   a. Recruitment.
   b. Incentives.
   c. Challenges.
10. What were your results?
    a. Start with a description of the sample.
    b. Give us the reliability of all the validated scales.
    c. Tell us about your scale(s).
    d. Reveal the answer to your research questions and/or hypotheses?
    e. Be specific about your statistics.
       i. Give means (where applicable).
       ii. Give effect sizes (where applicable).
f. Do not put too much data on one slide.
   i. Use figures whenever possible.
   ii. Make sure the figures and tables are readable from a distance.

11. Remind us about why you did the study.
12. Tell us if your results support your hypotheses or answer your research question.
13. What are limitations of the data?
14. How does your data fit with the field’s current understanding of the topic?
15. What are basic and applied implications of the data?
16. Future Directions.
17. Conclusion.