

# SYLLABUS: COMM 7789 PRACTICUM IN SURVEY RESEARCH 2021 SPRING

**Instructor: Dr. Gerald Kosicki**

**Email address:** [kosicki.1@osu.edu](mailto:kosicki.1@osu.edu)

**Phone number:** 614.292.9237

**Office hours:** (Zoom) Wednesdays, 2:30-3:30 p.m. and by appointment

**Class meeting time (Zoom)** 3:55 to 5 p.m., Mondays and Wednesdays

## Course description

**This course will be delivered 100% online.** The Survey Research Practicum is an advanced course on survey research. We will consider the Total Error approach to survey design and explore its meaning for various considerations in planning and executing survey projects.

This course is one of two required courses for the Graduate Interdisciplinary Specialization (GIS) in survey research. This specialization can be an add-on to any graduate degree at Ohio State University and those who complete it receive a transcript designation from the Graduate School. Details about the program can be found at <https://polisci.osu.edu/graduate/graduate-interdisciplinary-specialization-survey-research>

The course is also one that can be accepted in the Quantitative

## Course learning goals and outcomes

- 1) You can expect to learn the basic concepts and principles of the Total Survey Error approach to survey research, a theory that guides most applied survey practice in today's world.
- 2) You will learn how these ideas are applied in survey projects and how they influence the choices of survey design and the allocation of survey resources to maximize quality and control costs.
- 3) Various extensions of the TSE framework (e.g., Total Survey Quality, Data Quality Perspective, or Total Quality Framework) are useful in maximizing a survey's fitness for purpose.
- 4) Engage in some reflective practice by thinking about research you have done/are doing and how it might benefit from consideration of these perspectives.
- 5) Understand how population-based experiments can help improve data quality and credibility of social science research.

## Mode of delivery

This course will be presented fully online. The live distance learning component will take place every Monday and Wednesday from 3:55 p.m. to 5:15 p.m. throughout the semester. The instructor will send an announcement which includes the recurring meeting link ahead of the first meeting.

## How this course works

The course will have regular meetings for discussion, presentations and coordination. To succeed in this hybrid course, it is essential that you have regular and reliable online access. I will from time to time post announcements, and/or send out individual and class emails with updated information about the class. This means you should regularly (that is, daily) check Carmen and your university email.

An important part of the course is engaging in some reflective practice of research activities. The choice of activities depends on your interests and opportunities, as well as your career goals. Many activities are acceptable and each of you should consult with me to create an individualized plan for how you want to complete these activities. In the past I used to arrange at least one field trip, but given the health and safety concerns, I will also invite some people to the class to talk via Zoom about selected topics.

Students working in a survey organization, or who had another survey practicum course, or who already have other extensive survey research experience can use that experience for the practicums. You might report on your survey activities (such as what project directors do or how your organization weights surveys). If you're writing a paper on survey research for the AAPOR conference or another professional meeting, you might use that paper. You can critique the questions in one of the surveys that you, your lab or study group, or survey organization has conducted, or you can critique a survey that you find on the Internet. Or you can report on a topic that is not emphasized in the class, such as documenting survey data analysis, data archiving, etc.

The list below shows some possible practicum activities. Asterisked activities are strongly recommended if you have not already done them.

- Questionnaire-related activities
  - Create and program a survey on Qualtrics\*\*
  - Critiquing an actual survey questionnaire \*\*
  - Seeing how questionnaires are coded for CATI and CAPI surveys
  - Testing the programming of surveys
  - Gaining experience with Web-based surveys
  - Embedding an experiment in a survey
- Data management-related activities
  - Coding open-ended questions
  - Weighting survey data

- Geocoding survey responses
- Archiving-related activities
  - Critiquing survey documentation
  - Critiquing on-line data archives
  - Working with Project Dataverse or a comparable program to archive a survey project
- Internet activities
  - Finding information about survey research or survey research organizations on the Web
  - Program a survey in Qualtrics.
- Complete an informational interview with a survey research firm such as Saperstein Associates.
- Use cognitive interviewing and talk-aloud methods to pretest a survey questionnaire with a couple of people who could be sampled as part of the project
- Telephone interviewing-related activities
  - Going through interviewer training or observing interviewer training \*\*
  - Observing telephone interviewing (“shadowing an interviewer supervisor”) \*\*
  - Monitoring interviews as they are conducted (generally together with observing phone interviews) \*\*

## Course materials

### Required

Fowler, F.J. (2014). *Survey Research Methods*. 5<sup>th</sup> Ed. Thousand Oaks, CA: Sage Publications. Available online at University Libraries. This book is especially helpful if this will be your first time reading in depth about survey research

Mutz, D.C. (2011). *Population-based survey experiments*. Princeton: Princeton University Press. Available online at University Libraries: <https://muse-jhu-edu.proxy.lib.ohio-state.edu/book/36344> This book, by the original principal investigator of the Timesharing Experiments in the Social Sciences, is a classic text on population survey-experiments.

Additional assigned readings will be made available through Carmen or through the OSU Libraries.

### Recommended

Lavrakas, P.J., Traugott, M.W., Kennedy, C., Holbrook, A.L., deLeeuw, E.D., West, B.T. (Eds.), (2019). *Experimental Methods in Survey Research: Techniques that Combine Random Sampling with Random Assignment*. Hoboken, NJ: John Wiley & Sons, Inc. [Available in electronic format from OSU Libraries.]

Callegaro, M., Baker, R., Bethlehem, J., Goritz, A.S., Krosnick, J.A. & Lavrakas, P.J. (2014). *Online Panel Research: A Data Quality Perspective*. Wiley.

Groves, R.M., Fowler, F.J., Couper, M.P. Lepkowski, J.M., Singer, E. & Tourangeau, R. (2009). *Survey Methodology*, 2<sup>nd</sup> Ed. Wiley.

Weisberg, H.F. (2005). *The Total Survey Error Approach: A Guide to the New Science of Survey Research*. University of Chicago Press.

Heeringa, S.G., West, B.T., & Berglund, P.A. (2017). *Applied Survey Data Analysis*, 2<sup>nd</sup> Ed. CRC Press.

## Grading and faculty response

### Grading

Following are the point values and/or percentages for each assignment:

Assignments	Points and/or Percentage
Weekly post-class quiz	30% (2% each) x 15
Participation in two practicum activities	20% (10% each) x2
Three reaction papers	15% (5% each) x3
Discussion Leading	15%
Final Paper	20%

## Assignments

You will be graded on five aspects of your performance/achievement:

1. **Weekly quizzes.** After our seminar session on Wednesday each week, you will be asked to take a post-class weekly quiz or survey. The purpose is to encourage you to reflect on what you have learned from the class and readings, as well as to pose any remaining questions that you might have. Each of these exercises is a low-stakes way of encouraging you to review the week's material and answer a few questions that will help reinforce the lessons of the week. I will answer any questions posed. Common questions will be discussed at the start of the next class session. The exercises will typically be 4-5 questions that will require a short, written answer. Most of the questions can be answered in a few sentences, but longer answers are not discouraged. (30%)
2. **Practicum.** Participate in two practicum activities with a short (2-3 pages) written report on each (worth 10% of the final grade each) critiquing your practicum activities on the basis of class readings on survey errors. Describe the activity and what you learned from it, putting it in the context of the total survey error approach. (20%). These can be completed any time during the semester. Place your completed practicum report in the proper drobox on Carmen. Discuss your plans for the practicum experiences with me before doing them.
3. **Final Paper.** A brief (approximately 10 pages) final paper, TESS proposal, or survey design/questionnaire. If you elect to do a term paper, think of it as a literature review on some aspect of survey research of your choosing. The review paper should cover multiple journal articles and/or chapters in edited conference volumes regarding the topic you choose. As for any paper, usually it is better to go in depth on a narrow topic than to try to give spotty coverage of a broad topic. (20%)

The final paper will be written in a scaffolded manner. You will provide a brief description of the topic and a few references. Later you will provide a brief outline with additional references. You will turn in a rough draft and a final paper during the final exam period as determined by the schedule established by the registrar.

Various alternatives are possible. An acceptable alternative term paper would be using the Total Survey Error framework to critique a survey. Discuss the survey in terms of likely measurement error, nonresponse error, coverage error, and sampling error, as well as appropriate ethical and other considerations. One option is writing a research proposal to Timesharing Experiments in the Social Sciences (TESS). This involves a theoretical justification of your research plans and a set of questions to be implemented on TESS. You can read more about TESS at the website:

<http://tessexperiments.org/>. This paper is due by the day listed by the registrar as the final day of the exam period for our class. This has not yet been announced, but will be between April 23-29.

4. **Response Papers.** Each of you will pick three week's readings and prepare a one-page paper commenting on the themes of that week's set of materials. Each of you will pick three week's readings and prepare essays dealing with the themes contained in those readings or other materials. Each paper should be around 500 words (about one page, single-spaced). You will sign up for due dates for the essays, and they should be uploaded to Carmen/Canvas before the start of class for the week you are writing about. I want your reactions to the course materials – not the lectures or class discussions – so the idea is that you write these before hearing the lectures or classroom discussion.

In preparing the essay, first consider ALL the material that is assigned for the given week, that is, read any articles or chapters assigned, and think about a crosscutting theme that runs through these materials. In your essay, provide a concise description of the theme, and explain it. Offer your reaction to the theme. It is also very important to write absolutely accurate, factual information.

The best essays will articulate a point of view with respect to the materials and then use facts from the materials to support this argument. These papers should not be a summary of the main points. I am more interested in your reaction to the information. This might involve the usefulness of the information, the level of interest you have in it, anything that you found particularly surprising or disappointing, etc.

Note that although these essays are short, they should contain the elements of any well-written essay: A good, creative title, strong lead, and good introduction, transitions and conclusion. A specific grading rubric will be placed on Carmen/Canvas.

3. **Discussion Leading.** Individual members of the class will take turns leading the discussion for certain weeks. You will volunteer for this early in the term. Overall plans for the discussion must be coordinated with me. Students working on the discussion for the week will email questions for discussion around to everyone in advance. Questions for discussion should be usually be sent by Sunday evenings to give everyone else a chance to look at them and begin to think about them. In general, 1 person will lead the discussion for a given week.

## Late assignments

Please contact the instructor in case of emergencies.

## Grading scale

93–100: A	80–82.9: B-	
90–92.9: A-	77–79.9: C+	67 –69.9: D+
87–89.9: B+	73–76.9: C	60 –66.9: D
83–86.9: B	70 –72.9: C-	Below 60: E

**Please note:** Carmen Canvas, OSU’s grading and class management software, does not round fractions up. Please take that into account in computing grades. I do not manually round up grades.

## Attendance, participation, and discussions

### Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

### Student participation requirements

Because this is a 100% distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Attending all class meetings**  
Attend two weekly lectures and actively participate in discussions and activities
- **Weekly assignments**  
Fill out the post-class quiz every week and keep up with readings and assignments posted on Carmen.
- **Office hours:**  
I am available to help you to learn, understand, and grow as individuals. Although the class is online, I am only an email or Zoom call away. If your question is something that you believe may be of interest to others in the class, please post to the “Ask the instructor” discussion board. Office hours will be conducted digitally via Zoom.

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7-10 days**.

### E-mail

I will reply to e-mails within **24 hours on school days**.

### Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor and TA both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, please use APA style. For online sources, be sure to include a link.)

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
  - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit [my.osu.edu](https://my.osu.edu).



- Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
- **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
  - [Carmen accessibility](#)
- **Secured Media Library**
  - Some of the videos for this course will be posted in the University's Secured Media Library. The link will be posted on the class Carmen page and you will be automatically directed to the correct video.
  - [Secured Media Library](#) help guide
- **Carmen Zoom:**
  - Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.
  - Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room.
  - [Carmen Zoom](#) help guide
- **Turnitin:**
  - Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### **Baseline technical skills necessary for online courses**

- Basic computer and web-browsing skills
- Navigating Carmen

### **Necessary equipment**

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

### **Necessary software**

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit [https://osuitsm.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb04733](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733)

## **Other course policies**

### **Student Academic Services**

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

### **Student Services**

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

### **Copyright Disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### **Diversity**

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and

welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

## Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Interim Ohio State Title IX Coordinator, Molly Peirano, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

## COVID-19 and Illness Policies

### University COVID policies

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as

soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Student illness or absence

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings and slides. Alternate assignments or extensions may be arranged.

### Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

## Academic integrity policy

### Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

## Accessibility accommodations for students with disabilities

### Requesting accommodations

**Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).**

## Course schedule (tentative)

### Courses with synchronous meetings

Week and Dates	Week Overview	Assignments
<p style="text-align: center;"><b>1</b></p> <p><b>1/11, 1/13</b></p>	<p><b>Course overview</b></p> <ul style="list-style-type: none"> <li>• Survey education at Ohio State: The Graduate Interdisciplinary Specialization in Survey Research.</li> </ul>	<p>Complete brief biographical statement by 1/13.</p>

	<ul style="list-style-type: none"> <li>• Graduate Interdisciplinary Specialization in Quantitative Research, Evaluation and Measurement (QREM).</li> <li>• Finding relevant the survey research literature</li> <li>• What would you like to do with survey research?</li> <li>• Structure of the survey industry: Academic, government and private sectors.</li> <li>• Some introductory comments on survey research and methodology</li> </ul> <p>Langer G. (2018) The Importance of Probability-Based Sampling Methods for Drawing Valid Inferences. In: Vannette D., Krosnick J. (eds) <i>The Palgrave Handbook of Survey Research</i> (pp. 43-5). Palgrave Macmillan, Cham. <a href="https://doi-org.proxy.lib.ohio-state.edu/10.1007/978-3-319-54395-6_2">https://doi-org.proxy.lib.ohio-state.edu/10.1007/978-3-319-54395-6_2</a></p>	
<p><b>2</b> <b>1/18, 1/20</b></p>	<p><b>Total Survey Error Approach</b></p> <p><b>Types of Error in Surveys</b></p> <p>Fowler, Chapter 1, Introduction, pp. 1-7. Fowler, Chapter 2, Types of errors in surveys, pp. 8-13.</p> <p>Weisberg, H.F. (2016). Total Survey Error. <i>Oxford Handbook of Polling and Polling Methods</i> (pp. 1-18). Oxford Handbooks Online.</p> <p>Lavrakas, P.J. &amp; Kosicki, G.M. (2018). Survey research. In Phillip Napoli (Ed.) <i>Mediated Communication</i> (pp. 225-260). De Gruyter Mouton.</p>	<p>Post-class quiz for week 1 due before class starts</p> <p>Sign up for Discussion Leader duties and dates for your three 1-page response papers. There is a shared folder on Buckeye Box for this purpose. Link will be emailed to you.</p>
<p><b>3</b> <b>1/25, 1/27</b></p>	<p><b>Survey modes</b></p> <p>Fowler, Chapter 5, Methods of data collection, pp. 61-74</p> <p>Tourangeau R. (2018) Choosing a Mode of Survey Data Collection. In: Vannette D., Krosnick J. (eds) <i>The Palgrave Handbook of Survey Research</i> (pp. 43-50). Palgrave</p>	<p>Post-class quiz for week 2 due before class starts</p>

	<p>Macmillan, Cham. <a href="https://doi-org.proxy.lib.ohio-state.edu/10.1007/978-3-319-54395-6_7">https://doi-org.proxy.lib.ohio-state.edu/10.1007/978-3-319-54395-6_7</a></p> <p>de Leeuw E.D., Toepoel V. (2018) Mixed-Mode and Mixed-Device Surveys. In: Vannette D., Krosnick J. (eds) The Palgrave Handbook of Survey Research (pp. 51-61). Palgrave Macmillan, Cham. <a href="https://doi-org.proxy.lib.ohio-state.edu/10.1007/978-3-319-54395-6_8">https://doi-org.proxy.lib.ohio-state.edu/10.1007/978-3-319-54395-6_8</a></p> <p>Flaxman, S., Goel S. &amp; Rao, J.M. (2016). Filter bubbles, echo chambers and online news consumption. <i>Public Opinion Quarterly</i>, 80. Special Issue, 298-320.</p> <p>Callegaro, M. et al. (2014). Online panel research: History, concepts, applications and a look at the future. In M. Callegaro, et al., <i>Online panel research: A data quality perspective</i> (pp. 1-18). Wiley.</p>	
<p><b>4</b></p> <p><b>2/1, 2/3</b></p>	<p><b>Populations and sampling frames</b></p> <p>Fowler, Chapter 3, Sampling, pp. 14-41.</p> <p>Mercer, A.W., Kreuter, F., Keeter, S. &amp; Stuart. E.A. (2017). Theory and practice in nonprobability surveys: Parallels between causal inference and survey inference. <i>Public Opinion Quarterly</i>, 81, Special Issue, pp. 250-279.</p> <p>Dutwin, D. &amp; Buskirk, T.D. (2017) Apples to oranges or gala versus golden delicious: Comparing data quality of nonprobability internet samples to low response rate probability samples. <i>Public Opinion Quarterly</i>, 81, Special Issue, 213-249.</p>	<p>Post-class quiz for week 3 due before class starts</p>
<p><b>5</b></p> <p><b>2/8, 2/10</b></p>	<p><b>Nonresponse and what can be done about it, if anything?</b></p> <p>Fowler, Chapter 4, Nonresponse: Implementing a sample design, pp. 41-60.</p> <p>AAPOR Response rate calculators: <a href="https://www.aapor.org/Education-Resources/For-Researchers/Poll-Survey-FAQ/Response-Rates-An-Overview.aspx">https://www.aapor.org/Education-Resources/For-Researchers/Poll-Survey-FAQ/Response-Rates-An-Overview.aspx</a></p> <p>Hsu, J.W., Schmeiser, M.D., Haggerty, C. &amp; Nelson, S. (2017). The effect of large monetary incentives on survey completion. Evidence from a randomized experiment with the survey of consumer finances. <i>Public Opinion Quarterly</i>, 81,3, 736-747.</p>	<p>Post-class quiz for week 4 due before class starts</p>

	<p>Lynn, P. Targeted appeals for participation in letters to panel survey members. <i>Public Opinion Quarterly</i>, 80, 3, 771-782.</p> <p>Groves, R. M., &amp; Peytcheva, E. (2008). The impact of nonresponse rates on nonresponse bias: a meta-analysis. <i>Public Opinion Quarterly</i>, 72, 167–189.</p> <p>Kreuter, F. (2013). Facing the nonresponse challenge. <i>The ANNALS of the American Academy of Political and Social Science</i>, 645, 23–35.</p>	
<p><b>6</b> <b>2/15, 2/17</b></p>	<p><b>Questions, answers and questionnaires</b></p> <p>Fowler, Chapter 6, Designing questions to be good measures, pp. 87-114.</p> <p>Fowler, Chapter 7, Evaluating survey questions and instruments, pp. 115-126.</p> <p>Fowler, Chapter 8, Survey interviewing, pp. 127-142.</p> <p>Krosnick J.A. (2018) Improving Question Design to Maximize Reliability and Validity. In: Vannette D., Krosnick J. (eds) <i>The Palgrave Handbook of Survey Research</i> (pp. 95-101). Palgrave Macmillan, Cham. <a href="https://doi-org.proxy.lib.ohio-state.edu/10.1007/978-3-319-54395-6_13">https://doi-org.proxy.lib.ohio-state.edu/10.1007/978-3-319-54395-6_13</a></p>	<p>Post-class quiz for week 5 due before class starts</p> <p>Topics for final paper with two references to be placed in Carmen Drobox.</p>
<p><b>7</b> <b>2/22, 2/24</b></p>	<p><b>Weighting and analysis of survey data</b> <b>Appropriate software and statistics for analyzing survey data</b></p> <p>Fowler, Chapter 9, Preparing survey data for analysis, pp. 145-152.</p> <p>Fowler, Chapter 10, Analyzing survey data, pp. 155-161.</p> <p>DeBell M. (2018) Best Practices for Creating Survey Weights. In: Vannette D., Krosnick J. (eds) <i>The Palgrave Handbook of Survey Research</i> (159-162). Palgrave Macmillan, Cham. <a href="https://doi-org.proxy.lib.ohio-state.edu/10.1007/978-3-319-54395-6_21">https://doi-org.proxy.lib.ohio-state.edu/10.1007/978-3-319-54395-6_21</a></p> <p>Pasek, J., DeBell, M., &amp; Krosnick, J. A. (2014). Standardizing and Democratizing Survey Weights: The ANES Weighting System and anesrake. Pp. 1-46. <a href="http://surveyinsights.org/wp-content/uploads/2014/07/Full-anesrake-paper.pdf">http://surveyinsights.org/wp-content/uploads/2014/07/Full-anesrake-paper.pdf</a></p> <p>Bollen, K. A., Biemer, P. P., Karr, A. F., Tueller, S., &amp; Berzofsky, M. E. (2016). Are survey weights needed? A</p>	<p>Post-class quiz for week 6 due before class starts</p>



	<p>review of diagnostic tests in regression analysis. Annual Review of Statistics and Its Application, 3, 375–392.</p> <p>West, B. T., Sakshaug, J. W., &amp; Aurelien, G. A. S. (2016). How big of a problem is analytic error in secondary analyses of survey data? PLOS ONE,11, e0158120. Pp. 1-29.</p> <p>Winship, C., &amp; Radbill, L. (1994). Sampling weights and regression analysis. Sociological Methods &amp; Research, 23, 230–257.</p> <p>Heeringa. S.G., West, B.T., Berglund, P.A. (2017). Applied Survey data analysis: An overview. Chapter 1, pp. 1-13.</p>	
<p><b>8</b></p> <p><b>3/1, 3/3</b></p>	<p><b>Data quality concerns</b></p> <p>Berinsky, A. J., Margolis, M. F., &amp; Sances, M. W. (2014). Separating the shirkers from the workers? Making sure respondents pay attention on self-administered surveys. American Journal of Political Science, 58, 739–753.</p> <p>Curran, P. G. (2016). Methods for the detection of carelessly invalid responses in survey data. Journal of Experimental Social Psychology, 66, 4–19.</p>	<p>Post-class quiz for week 7 due before class starts</p> <p>Topics for term papers due in Carmen Drobox by 3/3.</p>
<p><b>9</b></p> <p><b>3/8, 3/10</b></p>	<p><b>Survey experiments</b></p> <p>Population survey experiments, Part 1.</p> <p>Mutz, pp. 1-80.</p>	<p>Post-class quiz for week 8 due before class starts</p> <p>Brief outline of final paper due, along with five references. Place paper in Carmen Dropbox.</p>
<p><b>10</b></p> <p><b>3/15, 3/17</b></p>	<p><b>Survey experiments</b></p> <p>Population survey experiments, Part 2.</p> <p>Mutz, pp. 81-160.</p>	<p>Post-class quiz for week 9 due before class starts</p>
<p><b>11</b></p> <p><b>3/22, 3/24</b></p>	<p><b>Survey experiments</b></p> <p>Lavrakas, P.J. et al. (2019). Probability survey-based experimentation and the balancing of internal and external validity concerns. In, P.J. Lavrakas et al., <i>Experimental Methods in Survey Research</i> (pp. 1-15). Hoboken, NJ: Wiley.</p>	<p>Post-class quiz for week 10 due before class starts</p>

<p><b>12</b></p> <p><b>3/29,</b></p> <p><b>3/31</b> <b>(Instructional</b> <b>Break. No</b> <b>Class on</b> <b>Wednesday.)</b></p>	<p><b>TSE, Big Data and Survey Research</b></p> <p>Hsieh, Y.P. &amp; Murphy, J. (2017). Total Twitter Error: Decomposing Public Opinion Measurement on Twitter from A total Survey Error Perspective. In P.B. Biemer, et al. (Eds.), <i>Total Survey Error in Practice</i> (pp. 24-46). Hoboken, NJ: John Wiley and Sons Inc.</p> <p>Other readings TBA</p>	<p>Post-class quiz for week 11 due before class starts;</p> <p>Initial brief outline of Term paper/TESS Proposal due in Carmen Dropbox by 3/31.</p>
<p><b>13</b></p> <p><b>4/5, 4/7</b></p>	<p><b>Issues in generalizability</b></p> <p>Glick, P. (2008). Restating the case: The benefits of diverse samples for theory development. <i>Psychological Inquiry</i>, 19, 78-83.</p> <p>Maner, J. K. (2016). Into the wild: Field research can increase both replicability and real-world impact. <i>Journal of Experimental Social Psychology</i>, 66, 100–106.</p> <p>Sears, D. O. (1986). College sophomores in the laboratory: Influences of a narrow data base on social psychology's view of human nature. <i>Journal of Personality and Social Psychology</i>, 51, 515–530.</p>	<p>Post-class quiz for week 12 due before class starts</p> <p>Rough draft of final paper due. Place in Carmen Dropbox.</p>
<p><b>14</b></p> <p><b>4/12, 4/14</b></p>	<p><b>Survey ethics: Transparency and respecting respondents' rights</b></p> <p>Fowler, Chapter 12, Providing information about survey methods, pp. 171-4.</p> <p>Fowler, Chapter 11, Ethical issues in survey research, pp. 163-168.</p> <p>Miller, P. AAPOR Presidential address on transparency. (Carmen)</p> <p>AAPOR, Transparency Initiative website: <a href="http://www.aapor.org/Standards-Ethics/Transparency-Initiative/FAQs.aspx">http://www.aapor.org/Standards-Ethics/Transparency-Initiative/FAQs.aspx</a></p> <p>Belmont Report. Ethical principles and guidelines for the protection of human subjects of research <a href="http://www.hhs.gov/ohrp/policy/belmont.html">http://www.hhs.gov/ohrp/policy/belmont.html</a></p>	<p>Post-class quiz for week 13 due before class starts</p>

	<p>References: <a href="http://orrrp.osu.edu/irb/about/">http://orrrp.osu.edu/irb/about/</a>;  <a href="http://ohsr.od.nih.gov">http://ohsr.od.nih.gov</a>; <a href="http://www.hhs.gov/ohrp/">http://www.hhs.gov/ohrp/</a></p> <p>AAPOR, "Institutional Review Boards (IRBs) -FAQs" and "Standards and Best Practices" on their web site  <a href="http://www.aapor.org/Standards-Ethics/Institutional-Review-Boards.aspx">http://www.aapor.org/Standards-Ethics/Institutional-Review-Boards.aspx</a></p> <p>AAPOR Standards and Ethics.  <a href="http://www.aapor.org/Standards_and_Ethics/4260.htm">http://www.aapor.org/Standards_and_Ethics/4260.htm</a></p>	
<p><b>15</b></p> <p><b>4/19, 4/21</b></p>	<p><b>Survey research in communication</b></p> <p><b>New kinds of survey measurements</b></p> <p>Lessof, C., Sturgis P. (2018) New Kinds of Survey Measurements. In: Vannette D., Krosnick J. (eds) The Palgrave Handbook of Survey Research (pp. 165-173). Palgrave Macmillan, Cham. <a href="https://doi-org.proxy.lib.ohio-state.edu/10.1007/978-3-319-54395-6_22">https://doi-org.proxy.lib.ohio-state.edu/10.1007/978-3-319-54395-6_22</a></p> <p>Krosnick J.A. (2018) Reasons for Optimism About Survey Research. In: Vannette D., Krosnick J. (eds) The Palgrave Handbook of Survey Research (pp. 347-350). Palgrave Macmillan, Cham. <a href="https://doi-org.proxy.lib.ohio-state.edu/10.1007/978-3-319-54395-6_44">https://doi-org.proxy.lib.ohio-state.edu/10.1007/978-3-319-54395-6_44</a></p>	<p>Post-class quiz for week 14 due before class starts.</p> <p>Final post-class quiz due after final class on 4/22, 11:59 p.m.</p>
<p><b>Final Exam</b></p>	<p>Final paper due at time of final exam.</p>	<p>Turn in Final Paper to Carmen Dropbox. Date/time TBA.</p>