SURVEY RESEARCH

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Term: Fall 2013
Class time: MW 2-3:20pm
Classroom: Reed 120
Course Number: POSC 39013
Class Number: 70035

Course Description:
The purpose of this class is to learn the science behind survey research both through study and hands-on survey design, administration, and analysis. Each student will engage in the research process in the following ways: (a) conduct data collection, (b) read and summarize literature on a selected topic, (c) conduct data analysis using appropriate methods, and (d) write and present findings in a paper to be completed by the end of the term. This class is conducted primarily in the manner of a workshop, with short lectures on the readings interspersed. Although the syllabus sets forth dates for accomplishing each task, we will remain flexible throughout the semester because, as with all research, things do not always go exactly as planned. The product of work for the semester depends on each student participating fully at each stage of the research process; thus, it is imperative that every student comes to class every day.

Course Prerequisite: POSC 20093 (Scope and Methods of Political Science)

Course Texts:
> Converse, Jean M. and Stanley Presser. 1986. *Survey Questions: Handcrafting the Standardized Questionnaire*. Thousand Oaks, CA: Sage Publications. ISBN: 9780803927438

> Machi, Lawrence A. and Brenda McEvoy. 2012. *The Literature Review: Six Steps to Success, 2nd Edition*. Thousand Oaks, CA: Corwin. ISBN-13: 9781452240886

> Nardi, Peter M. 2013. *Doing Survey Research: A Guide to Quantitative Methods*. New York: Pearson. ISBN-13: 9780205867004

Course Requirements:
1. *Readings*: You must read the assigned reading for every class period. Develop good study habits by taking notes as you read each chapter. This will maximize comprehension of the material.

2. *Exam:* There will be one exam covering material from class and the readings. The exam will take place on Wed., October 9. It will be a combination of multiple choice, short answer, and essay. The exam will constitute 20% of your final grade.

3. *Participation*: Students will be evaluated on their participation in the following areas, with a combined total of 5% of your final grade:
   a. Active participation in designing and writing the survey instrument
   b. Participation, diligence, and timeliness in administering the survey
   c. Participation, diligence, and timeliness in entering survey data
   d. Attendance

4. *Quality of research questions, hypotheses, and survey questions*. You must upload three potential research questions on Aug. 26, three hypotheses on Sept. 4, and ten survey questions on Sept. 9. Each of these is worth 5% of your total grade.

5. *Papers*. There will be three writing assignments in the class. The first two assignments are building blocks for the final paper.

   a. Introduction and Literature Review (sections 3 and 4 on the Outline of Paper Assignment). This assignment should be 6-8 pages in length. This paper is due Oct. 16. The draft should be revised based on my comments, and will be incorporated into the final assignment. This paper is worth 15% of your grade.

   b. Research Design (section 5 on the Outline of Paper Assignment). This assignment will be 4-5 pages in length. This paper is due Nov. 6. The draft should be revised based on my comments, and will be incorporated into the final assignment. The second paper is worth 10% of your grade.

   c. The final paper is due Nov. 25. It will incorporate the revised Introduction, Literature Review and Research Design (parts 3-5 on Outline), as well as include Findings (including tables and graphs), Conclusion, and References (sections 6-8 on Outline). The total paper should be a minimum of 20 pages in length (this page total includes tables and graphs, but does not including references). The final paper is worth 25% of your grade.

6. *Presentation*. The last three days of class, we will have presentations of the research papers. You should prepare a 15-minute Powerpoint presentation that walks us through your paper, starting with the research question, the hypotheses, the data, and the findings. The presentation is worth 10% of your total grade

7. Extra credit opportunities: 1) One person will put in extra time to oversee, complete, and finalize the internet-based survey; 2) One person will put in extra time to oversee, complete, and format the paper survey. If you would like to be one of these people, you must sign up the first day of class. If more than two people are interested, we will draw lots. The extra credit will add 3% points to the final grade at the end of the semester.

Grading:

Participation:	5%	
Quality of research question	5%	Monday, Aug. 26
Quality of hypotheses	5%	Wednesday, Sept. 4
Quality of survey questions	5%	Monday, Sept. 9
Exam:	20%	Wednesday, Oct. 9
Paper 1:	15%	Monday, Oct. 16
Paper 2:	10%	Wednesday, Nov. 6
Final Paper:	25%	Monday, Nov. 25
Presentation:	10%	Nov. 20, Dec. 2 & 4

Grading Scale:

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A  = 93-100        C+ = 77-79
A- = 90-92         C  = 73-76
B+ = 87-89         C- = 70-72
B  = 83-86         D+ = 67-69
B- = 80-82         D  = 60-66
                   F  = < 60
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Academic Misconduct:
**Academic Misconduct (Sec. 3.4 from the Student Handbook) –Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog (Student Policies>Academic Conduct Policy Details; http://www.catalog.tcu.edu/current_year/undergraduate/). Specific examples include, but are not limited to:

- Cheating: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- Plagiarism: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore. *(If you are using Turnitin www.turnitin.com place information about your course id and password or LearningStudio dropbox reporting. If you only want to use Turnitin as a spot check please indicate in your syllabus that you may use Turnitin for plagiarism detection.)*
- Collusion: The unauthorized collaboration with another in preparing work offered for credit.

Disability:
Student Disabilities: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Services for Students with Disabilities in the Center for Academic Services located in Sadler Hall, 11. Adequate time must be allowed to arrange accommodations, and accommodations are not retroactive. Therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator*. Guidelines for documentation may be found at http://www.acs.tcu.edu/DISABILITY.HTM.

Course Outline:

Week 1: Intro to Survey Research

    Mon., August 19:   Course overview

    Wed., August 21:   ***Reading:*** Weisberg, Chapters 1 & 2
                            In Class: Lecture

Week 2: Survey Modes, Research Questions, Survey Ethics

    Mon., August 26:   ***Reading:*** Nardi, pp. 70-75; Nardi, pp. 25-29; Machi & McEvoy Chapter 1
                            In Class: Lecture and discuss research questions
                            Due before class: Upload three research questions to LearningStudio

    Wed., August 28:   ***Reading:*** Nardi, pp. 36-42
                            In class: Discuss and finalize research questions

Week 3: Writing Hypotheses

    Mon., September 2:   Labor Day, No Class

    Wed., September 4:   ***Reading:*** Nardi, Chapter 3
                            In Class: Short lecture and discuss hypotheses
                            Due before class: Upload 3 hypotheses to LearningStudio

Week 4: Writing Survey Questions

    Mon., September 9:   ***Reading:*** Converse & Presser, pp. 31-52
                            In Class: Discuss survey questions
                            Due before class: Upload 10 survey questions to LearningStudio with justification for why the question is necessary and why you chose the answer choices you did

    Wed., September 11: ***Reading:*** Nardi, pp. 75-104
                            In Class: Finalize survey questions

Week 5: Format Survey

    Mon., September 16: ***In Class:*** Write & format survey

    Wed., September 18: ***In Class:*** Write & format survey

Week 6: Format Survey and Survey Administration

    Mon., September 23: ***In Class***: Write & format survey
                            Due: Upload survey administration strategy to LearningStudio, including to whom you will pass out the survey, to whom you will

email the internet-based survey, and how many students total will complete the survey based on your solicitation.

Wed., September 25: ***In Class 1:*** Fold paper surveys (each student takes 15)
In Class 2: Finalize internet-based survey and confirm question wording, question order, answer choices, etc., are consistent across modes.
Due: by Friday, administer internet-based survey; keep log of how many people you sent it to and how you sent it (Facebook, Twitter, Email, etc.).

Week 7: Literature Review & Survey Administration

Mon., September 30: ***Reading:*** Nardi, pp. 29-36; Machi & McEvoy, Ch. 2
In Class: Literature review
Due: Bring completed surveys to class with your name on them

Wed., October 2: ***Reading:*** Machi & McEvoy, Ch. 3; Articles relevant to lit review
In Class: Literature review
Due 1: Bring completed surveys to class with your name on them
Due 2: By Friday, send out first reminder email about the online survey (cc me if it's an email, or send screen shot if it's another method)

Week 8: Review & Midterm

Mon., October 7: Review for exam OR work on literature review
Due: Bring completed surveys to class with your name on them

Wed., October 9: **EXAM**
Due: Final day to bring completed paper surveys to class
Due by Friday: Send out second reminder email about the online survey (cc me if it's an email, or send screen shot if it's another method)

Week 9: Fall Break

Mon., October 14: Fall Break, No Class

Wed., October 16: No Class
Due 1: Upload Intro & Literature Review to LearningStudio
Due 2: Upload completed survey administration log to LearningStudio with final numbers

Week 10: Research Designs & Code Data

Mon., October 21: ***Reading:*** Instructions for research design in LearningStudio
In Class: Code paper surveys

Wed., October 23:   ***Reading:*** Nardi, pp. 101-104
                                          In Class: Code paper surveys

Week 11: Research Designs & Code Data

Mon., October 28:   ***In Class:*** Code paper surveys

Wed., October 30:   ***In Class 1:*** Finish coding paper surveys
                                          In Class 2: Clean data from internet-based survey

Week 12: Analyze Data

Mon., November 4:   ***Reading:*** Nardi, Ch. 6
                                          In Class: Analyze data

Wed., November 6:   ***Reading:*** Nardi, Ch. 7
                                          In Class: Analyze data
                                          Due: Upload Research Design to LearningStudio

Week 13: Analyze Data

Mon., November 11: ***Reading:*** Nardi, Ch. 8
                                          In Class: Analyze data

Wed., November 13: ***Reading:*** Nardi, Ch. 9
                                          In Class: Analyze data

Week 14: Write Up Results & Presentations

Mon., November 18: ***Reading:*** Nardi, Ch. 10
                                          In Class: Write up results

Wed., November 20: Presentations

Week 15: Thanksgiving Break

Mon., November 25: No Class, Thanksgiving Break
                                          ***Due:* Full Research Paper**

Wed., November 27: No Class, Thanksgiving Break

Week 16: Presentations

Mon., December 2:   Presentations

Wed., December 4:   Presentations

<u>**Outline of Paper Assignment**</u>

1. Title page
   - ➢ All papers must have a descriptive title, author (student) name, class and instructor name, and date
   - ➢ Title in 18 point type, Bold, Times New Roman font, Centered about 1/3 of the way down the page
   - ➢ Author name centered below title, 12 point font
   - ➢ Class, instructor name, and date on separate lines toward bottom of page
2. General Comments:
   - ➢ Use 12 point Times New Roman font
   - ➢ Double space text
   - ➢ Use 1 inch margins
   - ➢ Number pages in the bottom right corner of the paper (page numbers should begin with 2, on second page of the text, which means that the title page is not numbered)
3. Introduction
   - ➢ Topic overview: Why is this topic timely and/or important?
   - ➢ What is your research question?
   - ➢ Road map: 1-2 paragraph summary of the order in which the paper will proceed
4. Literature review
   - ➢ What previous research has been done on this topic/question?
     - o What did they find?
     - o How does this paper either build on this research or depart from it?
     - o Based on this, what are your central hypotheses?
   - ➢ Literature review must include AT LEAST 12 citations of academic sources, at least 8 of which were not distributed in class (minimums do not necessarily assure high grades).
5. Research Design (Data and Methods)
   - ➢ Describe the data used and author's role in collecting and entering the data
   - ➢ Describe how all variables are operationalized and coded.
   - ➢ Describe the statistical method(s) used in your analysis of the data
6. Findings
   - A. Descriptive statistics
     - ➢ Table(s) displaying descriptive statistics
       - o Table number and title
       - o Column Labels (Variable, Variable Description, Mean, Standard Deviation)
       - o Summary statistics
     - ➢ Beyond the table itself, you must discuss these measures of central tendency and variability, determining whether these variables are normally distributed, skewed to the right or left, and whether there is sufficient variance.
   - B. Bivariate analysis
     - ➢ Table(s) showing bivariate analysis
       - o Table number and title
       - o Column labels (variables being analyzed)
       - o Reporting of appropriate bivariate statistics (correlation and significance)
     - ➢ Beyond the table itself, you must discuss the substantive and statistical

significance of the correlated variables (relationship to null hypothesis)
C. Multivariate analysis
➢ Table(s) showing multivariate analysis
  o Table number and title
  o Column labels
  o Reporting of appropriate multivariate statistics
➢ Beyond the table(s) itself, you must provide a nuanced discussion of significance and association

7. Conclusion
➢ Review findings
➢ Place the findings in the context of the introduction and literature review
  o Did you expand on the literature?
  o Did you problematize the extant literature by finding something different?
  o Did you find support for your hypotheses (were you able to reject your null hypotheses)?
➢ Further research
  o What question(s) were you not able to answer?
  o How can future research would help answer these new questions?

8. References
➢ On separate page, titled simply **References**
➢ Each individual reference should be single spaced, but there should be a double space between references.
➢ The first line of the reference should be against the left margin, but the second line and all subsequent lines should be indented. Use APA format.

9. Numbered tables inserted at end of paper
➢ Tables should be numbered consecutively (e.g., Table 1- Table n)
➢ Tables must have a descriptive title (e.g., Table 1: Descriptive Statistics)

Your papers should be carefully written. You should take a trip to the writing center sometime before turning in each of the writing assignments in order to receive constructive feedback and advice. The idea of this assignment is that to write a paper of professional quality. For some students, papers might be worthy of including as a writing sample for graduate school applications or as an example of work that can be shown to potential employers. In other words, expectations are high. Top 10 things to watch:

1. Organize paragraphs by themes using topic sentence, transition sentences, and transition words.
2. Sections 3, 4, 5, 6, and 7 should be separated by subtitles.
3. Check spelling.
4. Use the correct word in the correct context (e.g., don't use *their* when you mean *there* or *wait* when you mean *weight,* etc.).
5. Use proper grammar (make sure that subject and verb agree in number, avoid awkward sentences).
6. Do not use contractions.
7. Do not end sentences in prepositions.
8. Do not use first person.
9. Maintain continuity in verb tense (past versus present tense—choose one and stick to it).
10. Avoid excessive use of the passive voice and of the verb "to be."

Grading Rubric for Final Paper

1. Title page (2 points)
    ➢ All papers must have a descriptive title, author (student) name, class and instructor name, and date (1 point_____)
    ➢ Title in 18 point type, Bold, Times New Roman font, Centered about 1/3 of the way down the page. Author name centered below title, 12 point font. Class, instructor name, and date at bottom of page (1 point_____)
2. General Comments (1 point)
    ➢ Use 12 point Times New Roman font, double space text, use 1 inch margins, number pages in the bottom right corner of the paper. (1 point_____)
3. Introduction (5 points)
    ➢ Topic overview (2 points_____)
    ➢ Research question (2 points_____)
    ➢ Road map (1 point_____)
4. Literature review (20 points)
    ➢ At least 12 citations of academic sources (3 points_____)
    ➢ Essay summarizing relevant findings of previous research (8 points_____)
    ➢ How paper builds on or departs from previous research (4 points_____)
    ➢ Quality of hypotheses (5 points_____)
5. Research Design (10 points)
    ➢ Describe the data used and author's role in collecting and entering the data, convenience sample, and cross-sectional design (5 points_____)
    ➢ Describe how all variables for the paper are specified (5 points_____)
6. Findings
    A. Descriptive statistice (15 points)
    ➢ Tables displaying descriptions (including table number, title, category labels) (5 points_____)
    ➢ Discussion includes measures of central tendency and dispersion (10 points_____)
    B. Bivariate analysis (20 points)
    ➢ Table(s) showing bivariate analysis (including table number, title, category labels, and reporting of appropriate bivariate statistics) (4 points_____)
    ➢ Discussion of statistical significance (null hypothesis) (8 points_____)
    ➢ Discussion of measure of association (8 points_____)
    C. Multivariate analysis (5 points)
    ➢ Tables showing multivariate analysis (including table number, title, category labels, and multivariate statistics) (3 points_____)
    ➢ Discussion of significance and association (3 points_____)
7. Conclusion (10 points)
    ➢ Review findings (4 points_____)
    ➢ Place findings in the context of intro. and lit. review (4 points_____)
    ➢ Further research (2 points_____)
8. References on separate page, titled **References,** APA format (2 points_____)
9. Quality of writing style, based on "Top 10 things to watch" (10 points_____)