

**SOCIOLOGY 475 (ETH): Analysis in Survey Research**  
University of Hawai'i at Mānoa, Spring 2018

**COURSE SYLLABUS**

Lecture Posted:	M 12:00 pm (noon)	Instructor:	Quincy Edwards, PhD, MSc.
Course Dates:	01/22-05/11/2018	Consultation:	By appointment.
CRN	3252	Telephone:	(808) 226-1711
Laulima:	<a href="https://laulima.hawaii.edu/">https://laulima.hawaii.edu/</a>	Email:	<a href="mailto:quincy.edwards@hawaii.edu">quincy.edwards@hawaii.edu</a>

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## UHM CATALOG COURSE DESCRIPTION

**SOC 475 ANALYSIS IN SURVEY RESEARCH (3).** Survey research design and analysis, including theory selection instrument construction, sampling techniques, data collection, computerized data analysis, and writing up research reports of the findings. Pre: junior standing and 300, graduate standing; or consent. **DS E**

*Focus Designation* This course has a Contemporary Ethical Issues (E or ETH) Focus Designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues, responsibly deliberating on ethical issues, and making ethically determined judgments.

## INTRODUCTION

As social scientists, we are all survey methodologists — students of the theories and practices of the various data collection and analysis activities that are known collectively as “survey research.” Drawing upon the theories and practices developed in several academic disciplines, including mathematics, statistics, psychology, sociology, computer science, and economics, a set of theories and principles has evolved that offers a unified perspective on the design, conduct, and evaluation of surveys. This perspective is most commonly referred to as the “total survey error” paradigm. This framework guides modern research on survey quality and shapes how practicing survey professionals approach their work.

This course is designed as an introduction to sociological research methods focusing on survey research and contemporary ethical issues. Our focus will be the design, the implementation, and the interpretation of survey research, based on standard practices in the field. Larger epistemological questions (e.g., How do we “know” what we know?) also will be addressed.

Students will be exposed to research literatures that employ both observational and experimental methods to test key hypotheses on the nature of human behavior that affect the quality of survey data. Statistical concepts and techniques in sample design, execution, and estimation will also be presented along with models of behavior describing errors/problems in survey question responses. In this way, both social science and statistical concepts will be presented.

The concept of total survey error will be presented as a framework within which to discuss coverage properties of sampling frames, alternative sample designs and their impacts on standard errors of survey statistics, alternative modes of data collection, field administration operations, the role of the survey interviewer, impacts of non-response on survey statistics, the effect of question structure, wording and context on respondent behavior, models of measurement error, post-survey processing, and estimation in surveys. It encourages a socially responsible consideration of those issues and the communication of views through discussion and writing.

## INSTRUCTOR'S ADVICE TO STUDENTS

This syllabus is different from many others. It is longer than some, more detailed than most. But most importantly, it is designed to help you successfully pass the course. **Please keep this syllabus for reference during the course.**

In the following pages, there are many suggestions to you but the most crucial one is this: Get help as soon as you think you need it. Do not create an insurmountable “catch-up” problem for yourself.

Because the course is somewhat concentrated and the learning process is a cumulative one, it is imperative that students do not fall behind and, to this end, please note the following:

- ✓ Each assignment will be graded and individual feedback provided.
- ✓ After each assessment (e.g., assignment, examination, quiz), every student will be provided with an individual grading sheet that explains any deduction of points.
- ✓ The Lulima gradebook is updated weekly and always available, thus allowing students to monitor their own grades.
- ✓ Most importantly, students who take ownership of their education in this foundation course by completing all reading and writing assignments on time and participating in all discussions will be amply rewarded in their future advanced coursework.
- ✓ Finally, I would emphasize that this course requires participation at a level to which you may not be accustomed, so be prepared to work hard. If you are not committed to learning and fulfilling all the course requirements, it may be advisable to postpone taking the course at this time.

## COURSE OBJECTIVES

The overall goals for this course are sevenfold – namely, for students to:

1. Understand the role of survey research within the discipline of sociology and the ethical issues associated with survey research design.
2. Study survey methodologies and become intelligent consumers of research—able to read, understand, explain, and critically evaluate survey-based literature.
3. Understand the technical vocabulary of survey research methods and know how to use that language appropriately.
4. Gain insight into the analytical framework employed by sociologists in their research and be able to constructively criticize the methods used in any social science study.
5. Develop competency in assessing the feasibility of multiple strategies for data collection (e.g., online, telephone, in-person interview) and analysis options.
6. Improve critical thinking and achieve basic competency in analyzing and deliberating contemporary ethical issues in furtherance of ethically determined judgments.
7. Cultivate clear and effective verbal and written communication skills consistent with professional standards of survey research.

## STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to:

1. Explain the role of survey research within the discipline of sociology
2. Select and perform an appropriate analysis technique for a given situation.
3. Demonstrate various features of the design of sample surveys that may affect the analysis and interpretation of the resulting data.
4. Evaluate the strengths and weaknesses of various survey research designs.

5. Plan, design, execute, interpret, and critically evaluate the conclusions of an original survey research project.
6. Articulate the importance of safe-guarding confidentiality, obtaining informed consent, and scientific integrity in ethical survey research involving human subjects.
7. Construct a survey questionnaire and evaluate an existing survey questionnaire in accord with the principles of questionnaire design.

## COURSE MATERIALS

### LAULIMA: UH'S COLLABORATION AND LEARNING ENVIRONMENT

[Laulima](#) is the University of Hawai'i's Collaboration and Learning Environment (CLE). Announcements, assignment instructions, submission of assignments, links to the discussion board, and other salient features will be provided thereon.

### REQUIRED TEXTBOOK

Robert M. Groves, Floyd J. Fowler, Jr., Mick P. Couper, James M. Lepkowski, Eleanor Singer, Roger Tourangeau. 2011. *Survey Methodology*. New York: John Wiley & Sons.



Title: Survey Methodology  
Edition: 2 (September 21, 2011)  
Paperback: 487 pages  
Publisher: John Wiley & Sons  
ISBN-10: 0470465468  
ISBN-13: 978-0470465462

[Amazon](#) | [Barnes & Noble](#) | [Valore Books](#)

### REQUIRED READINGS

A set of ancillary readings is provided to students.

### REQUIRED SOFTWARE

Survey data collected by academic, governmental, and private enterprise are increasingly complex in structure. Analysis of complex sample survey data must take into account characteristics of the sample design including stages of sample selection, clustering, stratification, and unequal probabilities of selection. Specialized statistical software packages, such as R<sup>®</sup>, SAS<sup>®</sup>, SPSS<sup>®</sup>, Stata<sup>®</sup>, and SUDAAN<sup>®</sup>, greatly ease the task of providing accurate estimates of population statistics along with the resulting confidence intervals and statistical significance tests. Factors affecting the selection of package choice include cost, ease of operation, overall data management capabilities, and alternative methods of variance estimation.



Our course will utilize the [Qualtrics<sup>®</sup>](#) Research Suite allowing users to build complex surveys that fulfill a variety of research needs, including online data collection and quantitative statistical analyses.

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## ACCESSIBILITY STATEMENT

Beginning with [Laulima](#), the University of Hawai'i's Collaboration and Learning Environment (CLE), this course is committed to ensuring that all learning materials and technologies employed are accessible to everyone. As part of course development and its continued improvement, careful consideration is given to several different assistive technologies — screen readers, screen magnification software, and speech recognition software — to ensure the best experience possible for all students. If you have any questions or suggestions regarding the accessibility to software or websites used, please contact me, as I continually endeavor to improve this course for all students.

Below is the list of technologies used throughout this course along with a web link to the respective accessibility statement:

[Adobe Acrobat Reader](#)

[Laulima](#)

[Qualtrics®](#)

[Firefox ESR](#)

[Microsoft Office](#)

[Youtube.com](#)

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## OPTIONAL TEXTBOOK

American Sociological Association. 2014. *American Sociological Association Style Guide*. 5th. ed. Washington, DC: American Sociological Association



Title: American Sociological Association Style Guide

Edition: 5 (September 26, 2014)

Spiral bound: 136 pages

Publisher: American Sociological Association

ISBN-10: 091276421X | ISBN-13: 978-0912764214

[Amazon](#) | [ASA](#) | [Barnes & Noble](#) | [iTunes](#)

## TECHNICAL REQUIREMENTS

To participate in this course, students should verify that they satisfy all minimum [technical requirements](#) before class begins.

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## UH USERNAME AND PASSWORD

Your UH Username is your electronic key to gaining access to the university's online services. UH Username [activation and verification](#) may be done online.

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## HARDWARE

Full access to Laulima is available via most desktop or notebook computers. Limited access is possible through smart phones, tablets and other mobile devices.

NOTE: *Do not use mobile technologies to submit graded work.*

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## INTERNET CONNECTION

Broadband is recommended. A wired connection is strongly advised when taking a quiz or submitting an assignment.

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## WEB BROWSER

[Information Technology Services](#) (ITS) recommends [Firefox ESR](#) (Extended Support Release) for use with Lulima. Currently, Internet Explorer and Microsoft Edge do not interact well with Lulima and are not recommended for submitting assignments or taking tests.

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## PLUG-INS

Some websites and content require additional software programs (“plug-ins”) for your web browser that enable it to display documents and multimedia.

Examples: [Adobe Acrobat Reader DC](#), [Adobe Flash Player](#), and [Apple Quicktime for Windows](#).

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## TECHNICAL SKILLS REQUIRED FOR AN ONLINE COURSE

As part of your online experience, you are expected to utilize a variety of technology mediums as part of your curriculum. Success in this online course requires the following minimum proficiencies — namely, an ability to:

- ✓ Create, edit and upload word processing documents.
- ✓ Communicate via email including sending attachments.
- ✓ Use Lulima to participate in discussions, upload assignments, and take tests.
- ✓ Locate, download, and install software applications and plug-ins.
- ✓ Navigate the World Wide Web using a web browser.

## COURSE DESIGN

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### CRITICAL READINGS AND DISCUSSIONS

Selected readings from journals and other publications will provide stimuli for weekly class discussions, and in some cases, critiques and analyses. These will require some thought and possibly some research, so it is unwise to wait until the due date to post your comments.

Regular, timely and meaningful participation in class discussions is a key factor in your grade.

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### NIH PROTECTING HUMAN SUBJECT RESEARCH PARTICIPANTS (PHRP)

Human participant protection education is offered courtesy of the National Institute of Health Office of Extramural Research via the online tutorial [Protecting Human Research Participants](#) (PHRP). Participants are required to register, but everything is straight-forward and provided without cost to students. Upon successful completion, students receive a certificate attesting to their newly-acquired knowledge.

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### QUICK QUIZZES

Quizzes consist of short-answer and multiple choice questions and reflect material taken from lectures, textbook content, and critical readings.

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## SURVEY RESEARCH PROJECT

The survey research project is a multi-stage assignment that requires each student, or small group of students, upon instructor approval, to develop a research design protocol, create an online questionnaire, pretest that instrument, and write a report.

The survey research project consists of the following five equally-weighted parts are valued at 50% of student's overall course grade.

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### RESEARCH TOPIC

An introduction, research question, purpose, significance of the study, and ethical considerations.

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### LITERATURE REVIEW

An annotated bibliography consisting of a list of citations to books, journal articles, and other scholarly documents. Subsequent to each citation is an annotation made up of three sections/paragraphs: (a) a summary, (b) an evaluation (informing of the relevance, accuracy, and quality of the source), and (c) a reflection (on its applicability to your research).

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### METHOD AND LIMITATIONS

A detailed description of your project's survey method, including target population, sampling frame, sample design, sample size, mode of administration, reporting unit, and level of observation. Furthermore, no survey is free from error. Explain any issues of error that your design is not able to overcome.

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### INSTRUMENT

Develop the survey instrument and how each question will be coded for analysis. Include a copy of any communication that will accompany your survey.

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### PILOT SURVEY AND REPORT

The objective of the survey research report is to have a single unified document that clearly articulates the literature review, method, and result from the pilot survey, to form a cohesive design for a proposed survey research project.

*Warning* Do not miss an assignment, discussion, or quiz! All must be taken or submitted when scheduled. This online course allows you the freedom to self-direct your work within extended timeframes; as a result, there are no makeup posts or assignments.

**Adherence to all deadlines is imperative. Extensions will not be given.**

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## METHOD OF EVALUATION

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### GRADING STRUCTURE

The overall grading structure of the course consists of:

Critical Readings and Discussions .....	30%
NIH PHRP Certification .....	10%
Quick Quizzes .....	10%
Survey Research Project .....	50%

## GRADING CRITERIA

This course employs a criterion grading system. Therefore, theoretically, everyone in the class could earn an "A". This helps to prevent students from being penalized in the event one or two students do exceptionally well. To assure a specific grade, consider the following scale:

94-100% = A	87-89% = B+	77-79% = C+	67-69% = D+
90-93% = A-	83-86% = B	73-76% = C	63-66% = D
	80-82% = B-	70-72% = C-	60-62% = D-

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## INCOMPLETE POLICY

According to the [University of Hawai'i at Mānoa Catalog](#) section on [Credits and Grades](#), an Incomplete grade may be given only in exceptional circumstances at the instructor's discretion.

*A grade of I is given to a student who has not completed a small but important part of a semester's work if the instructor believes that the incomplete was caused by conditions beyond the student's control. Each student receiving a grade of I should consult his or her instructor promptly to determine the steps to be taken and the deadline to complete the course work for changing the grade of I to a final grade.*

The incomplete policy for this course requires that the student has completed at least 70% of the course with a passing grade and that an exceptional circumstance (e.g., medical issue) exists. In such an event, student should email me stating the reason for their request. Thenceforth, we will decide upon a course of action.

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## ATTENDANCE POLICY

This is an online asynchronous course. Your active participation constitutes your attendance. While attendance is not explicitly used in the calculation of your overall course grade, I am required to report excessive absences — or in this case, non-participation — to your academic dean. The matter is then left to the dean's discretion.

Having explained the attendance policy, please know that research has shown — and my experience confirms — that absenteeism is correlated with lower grades. This is especially true of this course as the knowledge is cumulative with each step building on the previous step. Inconsistent attendance creates insurmountable "catch-up" problems for students. In other words, absenteeism is counter-productive to your academic objectives and strongly discouraged.

## WEEKLY DISCUSSIONS

Asynchronous open class discussions form a significant part of this online course. As students share ideas, perspectives, and experiences with their classmates, they will find this collective interaction will enhance and support learning objectives.

Discussions begin Monday at 12:00 pm (HST) and end the following Monday at 12:00 pm (HST).

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## REQUIREMENTS

One initial post and two responses are to be made during each discussion:

INITIAL POSTS should be a minimum of two paragraphs each and are students' comments based on the discussion topic. These are to be posted early in the session to ensure that a dynamic discussion ensues within the course community of learners.



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TWO PEER RESPONSES should be a minimum of one paragraph each and are students' replies to their classmates' postings.

ADDITIONAL POSTS/RESPONSES addressing the discussion topic are to be supported with examples, citations, references, etc., and made at timely intervals throughout the session.

Posts and responses should be thorough and insightful. One or two short paragraphs will suffice, but merely posting "I agree," or similar, will be inadequate and unacceptable. Participation means being prepared, expressing readings-based opinions, listening carefully to what others are saying, asking thoughtful questions, and making use of course activities and assignments.

The following rubric will be used to assess the quality of students' initial postings and responses:

<i>CRITERIA</i>	<i>UNACCEPTABLE</i>	<i>ACCEPTABLE</i>
<i>Participation</i>	No posts, or late in session.	Initial post <i>by mid-week</i> and two (2) or more peer responses by weekend.
<i>Length of posts</i>	Post is less than three (3) sentences.	Post is three (3) to five (5) sentences long.
<i>Demonstrates understanding of readings and outside references</i>	Posts/responses show little evidence that readings were completed or understood. Ideas are not clearly expressed. Arguments are not backed up with citations. Postings are mostly personal opinions/feelings.	Posts/responses display understanding of required readings and underlying concepts with correct use of terminology and citations. Extends the learning of the community by integrating other resources to support important points. Well-edited quotations are cited appropriately.
<i>Follow-up postings</i>	Posts no follow-up responses to others' posts.	Demonstrates analysis of others' posts. Extends meaningful discussion by building on previous posts.
<i>Content</i>	Post does not demonstrate one or more of the characteristics of a helpful recommendation. Posts information that is off-topic, incorrect, or irrelevant to discussion.	Demonstrates analysis of others' posts. Extends meaningful discussion by posting factually correct, specific, measurable, reflective, and substantive contribution. Advances discussion.
<i>Clarity, spelling, and mechanics</i>	Posts long, unorganized or inappropriate content. Posts contain incomplete sentences that are grammatically incorrect and contain spelling errors.	Contributes to discussion with clear, concise comments. Responses are free of grammatical, spelling, or punctuation errors. The style of writing facilitates communication.
<i>Complete Post</i>	Post does not address <i>all parts</i> of the assignment	Addresses all parts of the assignment and all instructions are followed.

**GENERAL INSTRUCTIONS FOR PREPARING WRITTEN ASSIGNMENTS**

Quality and clarity of content presented are grading criteria. All written assignments are to be typed in 11-point Arial or 12-point Times New Roman fonts, double-spaced, with one-inch all-around margins and cited sources. The grade for a paper will be based on the following.

## PRESENTATION STYLE

- Grammar (e.g., sentence structure, noun-verb agreement, consistent verb tense).
  - Spelling and punctuation.
  - Correct citations using [American Sociological Association Style](#). Each reference must be the result of an in-text citation with page number.
  - Except for the title page, number subsequent pages consecutively at the top right corner.
  - Margins, fonts, format, etc., according to specific assignment.
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## ORGANIZATION

- Structure and format.
  - Logical sequencing and continuity of ideas.
  - Clarity of expression.
  - Conciseness.
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## CONTENT

- As indicated by specific assignment.
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## FILE FORMAT

- Microsoft Word, Open Document Format, or Rich Text Format are required. Apple Pages files are not acceptable. Do not place an electronic copyright on your paper or restrict the file to Read Only.
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## CLASS POLICIES

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### EMAIL

Students are expected to check their UH email account daily. In addition to weekly class announcements, students may need to be contacted individually.

When emailing the instructor, please observe the following:

- In the subject line, clearly state the course number and, briefly, the issue being addressed.
  - Begin the email with an appropriate salutation and end with a valediction.
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### NETIQUETTE

Netiquette or “net etiquette” refers to an ethical code of conduct for behaving properly over computer networks or *cyberspace*. Good netiquette demonstrates professionalism and courtesy by exhibiting the same professional respect in the online class as expected in a face-to-face classroom or workplace. As such, any incivility or *argumentum ad hominem*<sup>1</sup> will not be tolerated.

With respect to discussion board posts, basic netiquette:

- ✓ Uses good grammar and spelling, and avoids using chat acronyms and text shorthand.
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<sup>1</sup> The person presenting an argument is attacked instead of the argument itself.

- ✓ Makes posts concise, on topic, and within the scope of the course material.
- ✓ Avoids profanity and slang.
- ✓ Maintains a positive tone.
- ✓ Is open-minded and sensitive to others' cultural and linguistic backgrounds, as well as different political and religious beliefs, etc.

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## STUDENT CONDUCT

Students are required to abide by the University of Hawai'i at Mānoa [Student Conduct Code](#) (2016).

*Choosing to join the University community obligates each student to abide by this code of conduct. By enrolling in the University, students accept the responsibility to become fully acquainted with the University's regulations and to comply with the University's authority. The University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws and University regulations.*

Furthermore, recognize that the code prohibits all forms of scholastic dishonesty, including but not limited to cheating, plagiarism, and furnishing false information to any UH official, faculty member, or office:

*The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.*

*The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.*

Any further questions regarding the [Student Conduct Code](#) should be addressed to the [Office of Judicial Affairs](#), Queen Lili uokalani Center for Student Services 207, (808) 956-4416.

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## ACADEMIC GRIEVANCE

[Academic Grievance Procedures](#) are designed to ensure that faculty and student(s) at the University of Hawai'i at Mānoa are subject to a policy of consistent and equitable treatment in resolving disputes arising from the academic relationship. Grievances are limited to those issues directly associated and concomitant with the faculty member's responsibilities as a teacher and the student's responsibilities as a learner.

Assistance on matters associated with [Academic Grievance Procedures](#) are available from the [Office of Judicial Affairs](#), Queen Lili uokalani Center for Student Services 207, (808) 956-4416.

### KOKUA FOR STUDENTS WITH DISABILITIES

Any students who feel they may need an accommodation based on the impact of a disability are invited to contact me privately. I will be happy to work with you and the [KOKUA Program](#) (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA may be reached at:

Queen Lili'uokalani Center for Student Services 013 2600 Campus Road, Honolulu, HI 96822 Hours: Monday-Friday, 7:45am-4:30pm	Tel.: (808) 956-7511 or (808) 956-7612 (Voice/Text) Fax: (808) 956-8093 Email: <a href="mailto:kokua@hawaii.edu">kokua@hawaii.edu</a> Web: <a href="http://www.hawaii.edu/kokua/">http://www.hawaii.edu/kokua/</a>
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The [KOKUA Program](#) – *Kahi O Ka Ulu'Ana ("The Place of Growing")* – is the primary campus unit responsible for providing academic access services to students with disabilities toward equal opportunity. Creating equal access is a shared responsibility of students, faculty, KOKUA, and the entire campus community. KOKUA is administratively situated in the Office of Student Equity, Excellence, & Diversity within the Division of Student Affairs.

### SCHEDULE OF READING ASSIGNMENTS AND EXAMINATIONS

The college experience teaches students more than what is in the lectures and textbooks. It also teaches the concepts of punctuality, deadlines, and responsibility. Consequently, recognize that submitting an assignment on time is part of the assignment.

#### *Week Posted Assignment*

1	01/22/2018	Chapter 11: Principles and Practices Related to Scientific Integrity. Course Orientation Quiz; Quick Quiz 1 NIH PHRP Certification
2	01/29/2018	Chapter 1: An Introduction to Survey Methodology. Quick Quiz 2 Ancillaries: What is a Survey?
3	02/05/2018	Chapter 2: Inference and Error in Surveys. Quick Quiz 3 Survey Research Project: Research Topic
4	02/12/2018	Chapter 3: Target Populations, Sampling Frames. Quick Quiz 4
5	02/19/2018	Chapter 4: Sample Design and Sampling Error. Quick Quiz 5 Survey Research Project: Literature Review
6	02/26/2018	Chapter 5: Methods of Data Collection. Quick Quiz 6
7	03/05/2018	Chapter 6: Nonresponse in Sample Surveys. Quick Quiz 7
8	03/12/2018	Chapter 7: Questions and Answers in Surveys. Quick Quiz 8

*Week Posted Assignment*

		Survey Research Project: Method and Limitations
<b>9</b>	03/19/2019	Chapter 8: Evaluating Survey Questions. Quick Quiz 9 Ancillaries: Comparing Check-All and Forced-Choice Question Formats in Web Surveys.
	03/26/2018	Spring Recess (03/26-03/30/2018)
<b>10</b>	04/02/2018	Chapter 9: Survey Interviewing. Quick Quiz 10 Ancillaries: Email Interviewing in Qualitative Research. Survey Research Project: Instrument
<b>11</b>	04/09/2018	Chapter 10: Postcollection Processing of Survey Data. Quick Quiz 11
<b>12</b>	04/16/2018	Qualtrics
<b>13</b>	04/23/2018	Qualtrics
<b>14</b>	04/30/2018	Qualtrics
<b>15</b>	05/07/2018	DUE – Survey Research Project: Pilot Study and Report.

**REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION**

02/01/2018	Last day to register/add courses. Last day to receive 100% tuition refund.
02/12/2018	Last day to receive 50% tuition refund.
02/12/2018	Last day to drop classes (No "W" on transcript).
03/28/2018	Last day to withdraw from class ("W" on transcript).

**ELECTRONIC COURSE AND FACULTY EVALUATION (ECAFE) SYSTEM**

The Department of Sociology is committed to attaining continual improvement in the quality of its course offerings. For this reason, your assistance is much-needed as you progress with your education. As students (and course consumers), only you are able to tell us about your educational experiences in your classes, and you are encouraged to do so through our evaluation process.

Toward the end of each semester, you will be informed of the time period during which the online [eCAFE system](#) will be available for submission of course evaluations.

To assure the openness of the evaluation process and the availability of submitted information to incoming students, current students, the Department, and other interested parties, the results of the evaluations are available via the [eCAFE system](#).

By participating in this process, you are assuring that UH will continue to improve its course offerings and available resources for students.

## TITLE IX AND THE OFFICE OF INSTITUTIONAL EQUITY

The [Office of Institutional Equity](#) oversees the University's centralized initiatives for preventing, reporting and responding to sex discrimination, including sexual and gender based harassment, sexual exploitation, sexual assault, domestic violence, dating violence and stalking.

The Department of Sociology recognizes the inherent dignity of all individuals and promotes respect for all people. Sex discrimination and gender-based violence will NOT be tolerated. If you have been the victim of sex discrimination or gender-based violence, we encourage you to report this matter or contact a confidential advocate. As a faculty member, I am interested in promoting a safe and healthy educational environment, and should I learn of any sexual misconduct, I must report the matter to the [Title IX Coordinator](#), who oversees the University's centralized review, investigation, and resolution process for reports of sexual misconduct, and also coordinates the University's compliance with Title IX. Although the [Title IX Coordinator](#) and I cannot guarantee confidentiality, you will still have options about how your case will be handled.

If you have a concern about sexual discrimination or gender-based violence involving yourself or other students, faculty, or staff, please contact the UH Mānoa [Office of Title IX](#), (808) 956-2299, 2500 Campus Road, Hawai'i Hall 124.

If you wish to remain anonymous or if you would like to receive information and support in a confidential setting, please contact a [confidential resource](#), including:

[Counseling & Student Development Center \(CSDC\)](#)

(808) 956-7927 | 2600 Campus Road, QLCSS 312

[Lesbian, Gay, Bisexual, Transgender \(LGBT\) Student Services](#)

(808) 956-9250 | 2600 Campus Road, QLCSS 211

[Office of Gender Equity](#)

(808) 956-9977 | 2600 Campus Road, QLCSS 210

[Prevention, Awareness, and Understanding \(PAU\) Violence Program](#)

(808) 956-8059 | 2600 Campus Road, QLCSS 211

[Student Parents at Mānoa \(SPAM\)](#)

(808) 956-8059 | 2600 Campus Road, QLCSS 211

[University Health Services Mānoa \(UHSM\)](#)

(808) 956-8965 | 1710 East-West Road

[Women's Center](#)

(808) 956-8059 | 2600 Campus Road, QLCSS 211

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