

SOCIOLOGY 475: Analysis in Survey Research
University of Hawai'i at Mānoa, Summer 2016

COURSE SYLLABUS

Lecture Posted: M 6:00 pm	Instructor: Quincy Edwards, PhD, MS
Course Dates: 06/06 - 08/12/2016	Office hours: TBA
Course No.: 96538 (E)	Office location: Saunders 247
Online System: Laulima	Email: quincy.edwards@hawaii.edu
https://laulima.hawaii.edu/	Web: http://www2.hawaii.edu/~qedwards/

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| 1. <i>Classmate contact information:</i>
Name: _____
email: _____
Tel.: _____ | 2. <i>Classmate contact information:</i>
Name: _____
email: _____
Tel.: _____ |
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UH 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. As sociologists, 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.

Lectures and course readings assume that students understand basic statistical concepts, but this is *not* a statistics course and the working assumption is that students do not have a statistics background.

INSTRUCTOR'S ADVICE TO STUDENTS

This syllabus is different from many others. It is longer than some, more detailed than most. But above all, 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. If you are seriously in need of help, make an appointment to meet with me.

Because this course is somewhat concentrated and the learning process is a cumulative one, it is imperative that students do not fall behind.

1. Each assignment will be graded and individual feedback will be provided.
2. Students are encouraged to contact me to discuss their progress.
3. Also, students may communicate with me to make a suggestion, bring about a complaint, or just remind me of something....

Most importantly, take ownership of your education in this class by completing all reading and writing assignments on time and participating in online discussions.

COURSE OBJECTIVES

The overall goals for this course are for students to:

1. Understand the role of survey research within the discipline of sociology.
2. Study survey methodologies through readings and published research.
3. Develop an understanding of the theories and practices of data collection and analysis used in survey research.
4. Gain insight into the underlying methodologies employed by sociologists in their research and to foster the ability to constructively criticize the methods used in any social science study.
5. Achieve competency in analyzing survey data.
6. Apply ethical principles within a cohesive ethical framework.
7. Acquire clear and effective verbal and written communication skills, including terminology used by professional and academic survey methodologists.

To accomplish such goals, a combination of lectures, readings, discussions, and writings will be employed. Lectures and readings will focus on the introduction of new material; discussions and writings will assist in comprehension of the material.

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. Identify potential sources of error in survey estimates and suggest strategies for minimizing those errors.
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.

Computerized Data Analysis

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 SAS®, SPSS®, STATA®, and SUDAAN®, 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. It is prudent to be familiar with each package's abilities and general operation when considering its employment.

COLLABORATION AND LEARNING ENVIRONMENT (CLE)

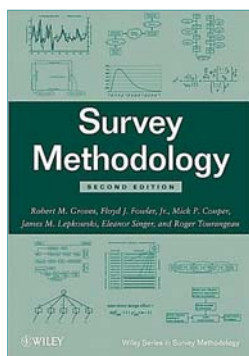
Laulima is the University of Hawai'i's Collaboration and Learning Environment (CLE). Announcements, assignment instructions, submission of assignments, links to the discussion board, and other salient features will be provided thereon.

COURSE MATERIALS

1. An active UHM email account that is checked daily as there will be times when you may need to be contacted individually or as a class.
2. A reliable computer with internet access. (ITS labs are available throughout campus with generous hours of operation.)

REQUIRED TEXTBOOK

Robert M. Groves, Floyd J. Fowler, Jr., Mick P. Couper, James M. Lepkowski, Eleanor Singer, Roger Tourangeau. 2009. *Survey Methodology*. New York: John Wiley & Sons.



Title: Survey Methodology
Hardcover: xix, 461 pages
Publisher: Wiley-Interscience (July 14, 2009) **ISBN-10:** 0470465468
ISBN-13: 978-0470465462
Product Dimensions: 9.9 x 7 x 1 inches
Shipping Weight: 1.7 pounds
List price: \$85.00
UH Bookstore: TBA
Amazon: \$46.74.38 pbk. (eTextbook, \$44.40)
Barnes & Noble: \$58.43 pbk. (Rent 130 days, \$16.90)
eCampus: \$87.94 (Rent semester, \$30.40)

ATTENDANCE POLICY

Your active participation constitutes your attendance. While attendance is not explicitly used in calculating 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. However, this course will come easily to anyone who keeps up with the assignments and gets help when needed.

COURSE DESIGN

1. Class Discussions & Critical Readings

Weekly online class discussions are based on students' reflections on reading assignments, contemporary ethical issues, and other relevant topics. 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 is a key factor in your grade. Please note that late assignments will not be accepted by the Laulima system.

2. Quizzes

Quizzes consisting of short-answer and multiple choice questions will be administered during the course. Quizzes will reflect lectures, textbook content, and readings. Everyone is required to take the quizzes during the specified time period.

3. Human Subject Research Training

The Committee on Human Studies is the unit designated to function as the federally mandated Institutional Review Board (IRB) for the University of Hawai'i (UH) system. This responsibility extends to all research involving human subjects by faculty, researchers, students, and others affiliated with the University of Hawaii or using UH personnel, staff, or students. This applies to all research involving human subjects whether funded or not.

The IRB (Institutional Review Board) serves as an objective third party, an oversight committee, governed by Federal Regulations (45CFR46, 20CFR50, 21CFR56) with the purpose of protecting and managing risk to human participants involved in research. Although these regulations specifically apply only to federally funded research, the policy of the University of Hawai'i is that all research conducted under its banner shall meet the same standard.

Specific aims of the IRB are:

- To promote the safety and wellbeing of human participants.
- To ensure adherence to the ethical values and principles underlying research.
- To ensure that only ethical and scientifically valid research is implemented.
- To allay concerns by the general public about the responsible conduct of research.

UH INVESTIGATOR TRAINING IN HUMAN SUBJECTS RESEARCH

Human Subject Research Training is a four-hour single session investigator workshop on human subjects research for researchers, staff, faculty, and students. There is no cost for the workshop and no need to sign up ahead of time. The workshop provides a basic understanding of the ethics and principles of human subjects research and what is required of investigators at UH. It also meets the UH and National Institutes of Health (NIH) requirements for human subjects research training.

The University of Hawai'i Committee on Human Studies conducts investigator workshops on various dates at locations across the Mānoa campus. Please consult the following web page for the date, time, and location for scheduled workshops (http://www.hawaii.edu/irb/html/train_cal.htm).

NATIONAL INSTITUTES OF HEALTH PROTECTING HUMAN SUBJECT RESEARCH PARTICIPANTS (PHRP)
Alternatively, human participant protection education is offered courtesy of the NIH Office of Extramural Research via the online tutorial *Protecting Human Research Participants* (PHRP). Participants are required to register, but everything is straightforward and provided without cost to students (<http://phrp.nihtraining.com/users/login.php>).

On completion of either workshop, you will receive a completion certificate attesting to your newly-acquired knowledge. To be eligible for this opportunity, certification must be presented *on or before* the date listed in the Schedule of Assignments.

4. Primary Research Paper and Writing Assignment

PROPOSAL

A two-page proposal draft is to be submitted to the instructor by the date specified in the Schedule of Reading Assignments and Examinations. Once approved by the instructor, a topic may not be changed without the instructor's approval of a new proposal. The draft will be reviewed and returned by the instructor.

RESEARCH PAPER

One method of understanding the range of survey methods and the potential of surveys is to learn by example. This is especially true of ongoing surveys — surveys that are conducted at regular specified time intervals. By definition, their sponsors believe there is a continuous need for the information they provide and, in some cases, further studies may offer insight into the rationale for their evolution.

In a five- to eight-page research paper, on a topic agreed to by the student and instructor, the student will provide an analysis and a critical evaluation of a survey while demonstrating knowledge and awareness of all relevant ethical issues. Final papers will not be accepted without previous submission of research proposals and the instructor's subsequent comments.

WARNING: Do NOT miss any due dates! All requirements must be met as scheduled. This online course allows you the freedom to self-direct your work within extended timeframes; as a result, there will be no makeup postings or exams.

METHOD OF EVALUATION: Assignments, Examinations, and the Course Grading Criteria

Grading Policy

The overall grading structure of the course will consist of:

Class discussions & critical readings	40%
Quizzes	20%
IRB certification	10%
Proposal	10%
Final exam/Research paper	20%

Course 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 that 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-

GENERAL INSTRUCTIONS FOR ONLINE DISCUSSION PARTICIPATION

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.

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Weekly Discussions

Discussions will begin each Monday at 12 noon (HST), and each session will last one week, ending the following Monday at 12 noon (HST).

Requirements

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

1. Initial posts should be a minimum of 75 words 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.
2. Two peer responses should be a minimum of 35 words each and are students' replies to their classmates' postings.
3. Additional posts/responses addressing the discussion topic may be made at timely intervals throughout the session. Statements are to be supported with examples, citations, references, etc.

Posts and responses should be thorough and thoughtful. One or two short paragraphs (i.e., a minimum three sentences per paragraph) will suffice, but merely posting "I agree," or similar, will be inadequate (see 1 and 2 above). The following rubric will be used to assess the quality of students' initial postings and responses.

CRITERIA	UNACCEPTABLE	SATISFACTORY	EXCELLENT
<i>Participation</i>	None, or late in session.	Initial post early in session and at least two peer responses later in session.	Initial post by mid-week and two or more peer responses by weekend.
<i>Demonstrates understanding of readings and outside references</i>	Posts/responses show little evidence that readings were completed or understood. Postings are mostly personal opinions/feelings.	Posts/responses display understanding of required readings and underlying concepts with correct use of terminology and citations.	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 quotes are cited appropriately.
<i>Follow-up postings</i>	Posts no follow-up responses to others.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts. Extends meaningful discussion by building on previous posts.
<i>Content</i>	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Posts information that is factually correct. Lacks full development of concept or thought.	Posts factually correct, reflective, and substantive contribution. Advances discussion.
<i>Clarity, spelling, and mechanics</i>	Posts long, unorganized or inappropriate content. May contain incomplete sentences that are grammatically incorrect and contain spelling errors.	Communicates in friendly, courteous, and helpful manner. Contributes valuable information to discussion with minor clarity, spelling, or mechanics errors.	Contributes to discussion with clear, concise comments. Written responses are free of grammatical, spelling, or punctuation errors. The style of writing facilitates communication.

GENERAL INSTRUCTIONS FOR PREPARING WRITTEN ASSIGNMENTS

Quality and clarity of content presented are grading criteria. All answers must be given in context and neatness counts. Written assignments are to be typed in 11-point Arial or 12-point Times New Roman fonts, double-spaced, with all margins set at one inch, the first line of each paragraph indented ½ inch, and no additional spacing between paragraphs. The grade for a paper will be based on:

1. Presentation Style
 - (a) Grammar (e.g., sentence structure, noun-verb agreement, consistent verb tense)
 - (b) Spelling and punctuation
 - (c) Correct citation (e.g., ASA style). Each citation must be the result of an in-text reference with page number.
 - (d) Except for the title page, all pages are to be numbered consecutively at the top right-hand margin.

2. Organization
 - (a) Structure and format.
 - (b) Logical sequencing and continuity of ideas.
 - (c) Clarity of expression.
 - (d) Conciseness.

3. Content

As indicated by specific paper assignment.

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:

<i>Queen Lili'uokalani Center for Student Services 013 2600 Campus Road, Honolulu, HI 96822</i>	<i>Tel.: (808) 956-7511 or (808) 956-7612 (Voice/Text) Fax: (808) 956-8093 Email: www.kokua@hawaii.edu Website: http://www.hawaii.edu/kokua/</i>
<i>Hours: Monday-Friday, 7:45am-4:30pm</i>	

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.

IMPORTANT REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION

- | | |
|------------|--|
| 06/13/2016 | Last day to register/add courses. Last day to receive 100% tuition refund. |
| 06/20/2016 | Last day to receive 50% tuition refund. |
| 06/20/2016 | Last day to drop classes (No "W" on transcript). |
| 07/15/2016 | Last day to withdraw from class ("W" on transcript). |

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SCHEDULE OF ASSIGNMENTS AND EXAMINATIONS (SUMMER 2016)

✓	READINGS	TOPIC	WEEK	POSTED
<input type="checkbox"/>		Orientation	1	06/06/16
<input type="checkbox"/>	Chapter 11	Principles and Practices Related to Scientific Integrity*		
<i>HOLIDAY — Kamehameha Day 06/11/16</i>				
<input type="checkbox"/>	Ancillaries	What is a Survey?	2	06/13/16
<input type="checkbox"/>	Chapter 1	An Introduction to Survey Methodology		
<input type="checkbox"/>	Chapter 2	Inference and Error in Surveys*	3	06/20/16
<input type="checkbox"/>	Ancillaries	Survey Research Paper Workshop and IRB		
<input type="checkbox"/>	→ IRB* DUE BEFORE 12 NOON ON 06/27/16			
<input type="checkbox"/>	Chapter 3	Target Populations, Sampling Frames, Coverage Error	4	06/27/16
<input type="checkbox"/>	Chapter 4	Sample Design and Sampling Error		
<i>HOLIDAY — Independence Day observed 07/04/16</i>				
<input type="checkbox"/>	→ PROPOSAL DUE BEFORE 12 NOON ON 07/04/16			
<input type="checkbox"/>	Chapter 5	Methods of Data Collection*	5	07/04/16
<input type="checkbox"/>	Chapter 6	Non response in Sample - Surveys	6	07/11/16
<input type="checkbox"/>	Chapter 7	Questions and Answers in Surveys*		
<input type="checkbox"/>	Chapter 8	Evaluating Survey Questions	7	07/18/16
<input type="checkbox"/>	Ancillaries	Comparing Check-All and Forced-Choice Question Formats in Web Surveys		
<input type="checkbox"/>	Chapter 9	Survey Interviewing*	8	07/25/16
<input type="checkbox"/>	Ancillaries	Email Interviewing in Qualitative Research		
<input type="checkbox"/>	Chapter 10	Post-collection Processing of Survey Data	9	08/01/16
<input type="checkbox"/>	Ancillaries	Computerized Data Analysis		
<input type="checkbox"/>		Course Review — Finals Week	10	08/08/16
<input type="checkbox"/>	→ FINAL EXAM/RESEARCH PAPER DUE BEFORE 12 NOON ON 08/12/16			

*Ethical issues

ADHERENCE TO ALL DUE DATES IS IMPERATIVE. EXTENSIONS WILL NOT BE GIVEN.

CLASS POLICIES

1. The most important rule in class is to respect one another. *Argumentum ad hominem*¹ will not be tolerated.
2. When emailing the instructor, please observe the following:
 - (i) In the subject line, clearly state your course number and section, your full name, and briefly, the issue you are addressing.
 - (ii) Begin your emails with a salutation (an appropriate title and last name) and, at the end, sign your name.

¹ The person presenting an argument is attacked instead of the argument itself.

IMPORTANT NOTE CONCERNING STUDENT CONDUCT

Students are required to abide by the University of Hawai'i at Mānoa Student Conduct Code. Note that "the University of Hawai'i at Mānoa exists for the pursuit of knowledge through teaching, learning, and research conducted in an atmosphere of physical and intellectual freedom. Moreover, members of the UH academic community are committed to engage in teaching, learning, research, and community service and to assist one another in the creation and maintenance of an environment which supports these activities.

It is therefore the policy of the University that members of the academic community may not violate the rights of one another nor disrupt the basic activities of the institution (as provided in section 1-4, chapter 1 of the Board of Regents' Bylaws and Policies [Part D]). Students who are disruptive are, consequently, subject to a variety of academically related penalties which may include reprimand, probation, restitution, suspension or expulsion." (<http://www.manoa.hawaii.edu/students/conduct/>).

Furthermore, recognize that the code prohibits all forms of scholastic dishonesty, including cheating, plagiarism, and falsification or misrepresentation of experimental data. The code covers all written and oral examinations, term papers, creative works, assigned computer related work, and any other academic work done at the University of Hawai'i. Any violation of the student code will be reported. Any further questions regarding the Conduct Code should be addressed to the Office of the Dean of Students, Bachman Annex 10, phone V/T (808) 956-3290.

Revised Student Conduct Code (July 2009)

There is a change in the Student Conduct Code that has been adopted by the Board of Regents. The new Student Conduct Code became effective in July 2009. It comes in two parts. The revised system-wide part is available at:
<http://www.hawaii.edu/apis/ep/e7/e7208.pdf>.

The Mānoa part is available at:

http://studentaffairs.manoa.hawaii.edu/downloads/conduct_code/UHM_Student_Conduct_Code.pdf

"The following are examples of the types of behavior that conflict with the community standards that the UH values and expects of students. Engaging in, or attempting to engage in any of these behaviors subjects a student to the disciplinary process and sanctions on each campus:

1. Acts of dishonesty, including but not limited to the following:
 - a. Cheating, plagiarism, or other forms of academic dishonesty.
 - b. Furnishing false information to any UH official, faculty member, or office.
 - c. Forgery, alteration, or misuse of any UH document, record, or form of identification.

The term '*cheating*' includes, but is not limited to:

- (i) use of any unauthorized assistance in taking quizzes, tests, or examinations;
- (ii) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- (iii) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student;
- (iv) 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."

[UNIVERSITY OF HAWAII SYSTEM WIDE STUDENT CONDUCT CODE, August 2010]

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 by logging in to <http://www.hawaii.edu/ecafe/>.

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 will be accessible at <http://www.hawaii.edu/ecafe/>. By participating in this process, you are assuring that UH will continue to improve its course offerings and available resources for students.

Disclaimer: If circumstances change, the instructor reserves the right to alter, modify, amend, or otherwise change the syllabus. No changes are anticipated at this time, but if changes do become necessary, students will be notified in writing.