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**Office hours:** *Online* M-TH 1-2PM (link on Bb) and by appointment

## Survey Design and Analysis

**\*PSYC 350\***

**Summer 2022**

**Course description:** This course will introduce students to the theory and practice of survey design and analysis. Surveys are utilized in a wide variety of work settings and disciplines, and thus this course will be beneficial for students looking to develop skills relevant to careers in social science disciplines as well as applied business settings. This course will cover the history and theory behind survey design, the development of survey items and key strategies for designing effective surveys, factors that affect the reliability and validity of survey data, analysis of survey data using descriptive statistics and basic inferential statistics, methods for analyzing qualitative data, and methods for presenting data in graphical and written form.

**Course objectives:** Students will:

- Describe the role of theory and objectives in good survey design.
- Be able to identify and create survey items that fit stated objectives and that will yield reliable, valid data.
- Construct a survey that includes a variety of question types.
- Identify strengths and weaknesses in surveys.
- Compare and contrast major sampling methods in survey research.
- Conduct descriptive statistics using Microsoft Excel and produce appropriate graphs to illustrate their results.
- Summarize qualitative data using coding and content analysis.
- Present the results of a survey project via research poster.

**Technology utilized:**

- Blackboard
- Zoom (you have a free account available through the university)
- Microsoft Excel (available through your SIUE Office365 account)
- Powerpoint (available through your SIUE Office365 account)
- Qualtrics (you have a free account available through the university)

**Course Materials**

Readings and other course materials (instructor videos, etc.) **will be provided** in the weekly folders *electronically*. The readings will come from the following sources:

- Babbie, E. R. (1991). *Survey Research Methods (2<sup>nd</sup> ed.)*. Cengage.
- Fink, A. (2016). *How to Conduct Surveys (6<sup>th</sup> ed.)*. Sage.
- Fowler, F. J. (1995). *Survey Research Methods (5<sup>th</sup> ed.)*. Sage.
- Ornstein, M. (2013). *A Companion to Survey Research*. Sage.
- Wagner, W. E., & Gillespie, B. J. (2015). *The Practice of Survey Research: Theory and Application*. Sage.

**How you will learn content in this short-format, online course:**

- By reading, and by watching online lectures
- By testing your learning with weekly quizzes
- By interacting with your classmates on the discussion board
- With weekly project assignments
- With a final project that will involve a poster presentation (virtually)

**Sources of points in this course:**

		<u>Points Possible</u>
Discussion posts	5 weeks @ 20 points apiece	100
Project Assignment #1-4	4 @ 20 points apiece	80
Final poster presentation		100

Quizzes	4 @ 25 points apiece	100
Final exam		<u>100</u>
<b>Total</b>		<b>480</b>

**Discussion posts:** You will participate in WEEKLY discussion posts about course material. The prompts will appear Monday AM and your responses are due by end of day Friday. More information about discussion is included later in the syllabus.

**Project Assignments:** Your group will submit 4 project assignments for credit; each will help you as you prepare the final poster that explains your project.

**Quizzes:** You will take weekly multiple-choice/fill-in/T-F/matching quizzes. Each will open on Friday and close on Monday end of day. You will have 30 minutes to take the quizzes, which will be based on that week's work (as covered in "Things to Know").

**Final exam:** The final exam, which will be mixed format (including short answer/essay), will be administered via Blackboard. You will have 60 minutes to complete the exam. It will cover all course material, including your project and the projects of your classmates.

**Final poster presentation:** Your group will upload a poster that details your survey project. A detailed rubric for poster preparation will be provided.

**Grading scale:** All grades will be recorded in points, with a standard (90% = A, 80% = B, etc.) grading scale applied to compute final grades.

### **Policies/Course Notes**

**Mandatory Quiz:** You must read the syllabus and associated handouts re: the class project, proper use of discussion boards, etc, and then take a quiz on this material *before you will have access to the course materials*.

**Workload for this course:** This is a 5-week course, and thus we must cover 15 weeks' worth of material in 5 weeks. University guidelines suggest that students should spend approximately 135 hours of work for a 3-credit course; this amounts to almost 30 hours of work per week for a 5-week course. Make sure you have the necessary time for the course.

**Department of Psychology Plagiarism Policy:** Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>. Note that you are not allowed to use the previous exams/quizzes of any former students in this course; doing so constitutes plagiarism.

**Department of Psychology Incomplete Policy:** All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see

<http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

**Services for Students Needing Accommodations:** Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at [www.siu.edu/access](http://www.siu.edu/access).

**Department of Psychology Writing Policy:** As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

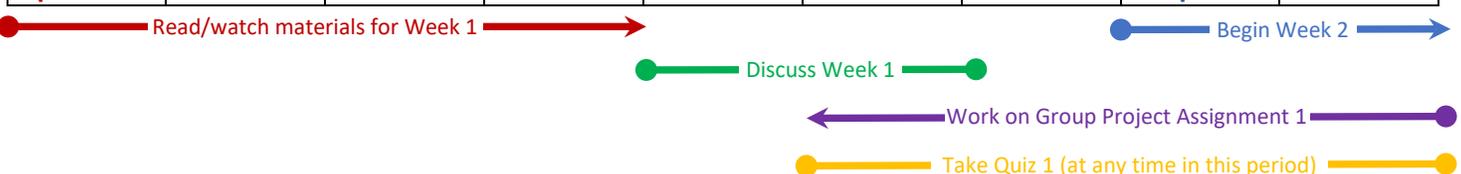
This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/lss/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you with the grade of 0. You will have 24 hours to return the assignment in an acceptable form; if it still fails to meet the basic writing criteria, the grade of 0 will remain.

### General Course Structure

Online courses must be clearly and consistently structured to help students understand deadlines, but should provide flexibility for students' other engagements. To that end, this course will follow the following structure FOR THE FIRST 4 WEEKS:

Sunday AM – Wednesday PM	Thursday AM – Friday PM	Friday AM – following Monday PM
Students will read all readings, watch and take notes on lectures, and fill out "Things to Know". Note that each week's materials will open on Sunday morning.	Students will participate in discussion boards based on week's readings/lectures. Discussion will be open starting on Thursday at 12:01AM, and closes at the end of day Friday (midnight). You must log in and post at least twice during this time period.	Students will work in their groups to complete the week's group assignment. Students will work independently on the week's quiz. Both the group project assignment and the quiz must be completed by end of day Monday (midnight).

SUN	MON	TUES	WED	THURS	FRI	SAT	SUN	MON
New week opens							New week opens	



**SCHEDULE (the Instructor reserves the right to change the schedule if necessary, but fair warning will be given).  
MORE SPECIFIC DESCRIPTIONS PROVIDED ON BLACKBOARD.**

Week	Mon-Wed Topics covered in readings/lecture	Due end of day Fri	Due end of day following Monday
<b>Before accessing the Week 1 materials</b>	<ul style="list-style-type: none"> <li>You must take the Mandatory Quiz, which covers this syllabus, the course requirements, and the logistics of the Bb site, before you will have access to the site. Students who do not successfully complete the quiz by <b>Tuesday at 9PM</b> will be dropped from the course.</li> </ul>		
1	<ul style="list-style-type: none"> <li>Overview of survey process</li> <li>Brainstorming survey goals</li> <li>Getting to know you</li> <li>Examples of surveys</li> <li>Sampling: Who completes your survey?</li> <li>You also must complete the <b>CITITraining</b> (instructions on Bb)</li> </ul>	Week 1 Discussion; Cititraining Certificate	<ul style="list-style-type: none"> <li>Quiz 1</li> <li>Project Assignment #1</li> </ul>
2	<ul style="list-style-type: none"> <li>Writing the survey</li> <li>Writing the survey (continued)</li> <li>Writing the survey (continued)</li> </ul>	Week 2 Discussion	<ul style="list-style-type: none"> <li>Quiz 2</li> <li>Project Assignment #2</li> </ul>
3	<ul style="list-style-type: none"> <li>Critiquing a survey</li> <li>Potential issues in survey research</li> <li>Critiquing a survey (continued)</li> <li>Potential issues in survey research (continued)</li> <li>Reporting Survey Results I (Intro and Method of Paper/Poster)</li> </ul>	Week 3 Discussion	<ul style="list-style-type: none"> <li>Quiz 3</li> <li>Project Assignment #3</li> </ul>
4	<ul style="list-style-type: none"> <li>Data Cleaning</li> <li>Analyzing Survey Data (descriptives)</li> <li>Analyzing Survey Data (inferentials)</li> <li>Reporting Survey Results II (Results and Method of Paper/Poster)</li> </ul>	Week 4 Discussion	<ul style="list-style-type: none"> <li>Quiz 4</li> <li>Project Assignment #4</li> </ul>

**NOTE DIFFERENT DEADLINES FOR WEEK 5**

	Monday - Wednesday	Wed end of day	Thurs - Fri	Sat end of day
5	Final poster/project preparation (groupwork)	Final Poster Projects <b>due Wed end of day</b>	Week 5 Discussion (of posters)	Final exam, which opens on Friday AM, is <b>due Sat end of day</b>

## ONLINE DISCUSSION

Participation in the discussion forums for this course is a centerpiece of the course; it is where the learning happens. You will be required to participate in online discussions for each topic. Your participation will enhance and support your, and your classmates' learning.

As the instructor, I will facilitate student discussions in order to guide your learning. I will not, however, address every single post—the discussion will occur between students, not between me and each of you. I might share a related idea, give an example, intervene when the discussion goes off-track, or summarize student comments together to help deepen student learning. Note that I will not directly answer questions on the discussion board unless several students have already attempted to answer the question unsuccessfully. Remember that the primary discussion is to be **between students**.

For each week, you will be required to make an initial post (i.e., a response to Dr. Meinz's question), and then at least one follow-up post (i.e., response to others' posts) in each forum. Here is what you need to do to earn the maximum points for each discussion:

### QUANTITY/TIMING

- READ and POST initial posts by end of day Thursday
- READ and POST follow-up posts at least once (but preferably more) by end of day Friday. The purpose of the follow-up posts is for you to comment on others' posts, and to encourage you to read each others' posts and engage with each other.
- Your posts should be *spread out* in time. In other words, if you log in once on Thursday AM and do your initial and follow-up posts, you will not get the full points for the discussion because it will be clear that you did not continue reading/contributing to the discussion throughout the full discussion period (TH-F). Similarly, if you log in Friday night and do both posts, you won't earn the full points because you'll be providing no opportunity for back-and-forth discussion. **I suggest that you log in and read/post at least once on Thursday and once on Friday. Of course, if you're not available on TH and post early Friday and late Friday, for example, that will also suffice.**

### LENGTH

- Posts should be within a range of approximately 100-200 words (1-2 short paragraphs). Make sure that you answer all parts of the question posed.

### CONTENT/QUALITY

- Posts and responses should be thorough and thoughtful. Just posting an "I agree", "Good ideas", or "Me, too" will not be considered a post—you can say such things, but they won't "count" unless you support such statements with examples, experiences, or references.
- Make certain that all posts and responses address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but do not stray too far from the topic.
- Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- When relevant, add to the discussion by including prior knowledge, experiences, references, web sites, resources, etc. (giving credit when appropriate), as well as references back to prior modules or discussions.
- **It is vital that you demonstrate your knowledge of the material presented in the module (e.g., readings, lectures, activities, videos, etc.). This is key to how you will be graded.**
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or spelling errors. Use professional language. **I strongly encourage you to compose your posts in MSWord and then spell- and grammar-check them. Think of these as answers to a test, not as replies to a text from a friend.**
- The tone of your posts should be appropriate, and friendly.

Each of the forums will be graded using the following rubric:

### DISCUSSION GRADING RUBRIC

	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Excellent</b>
<b>Quantity and Timeliness</b>	Does not submit initial post and/or does not submit responses to others' posts by time specified	Submits required posts, but at least one of the posts came in at the last moment so that few students had the opportunity to respond	Submits early initial and follow-up posts, and provides even more follow-up posts later in the discussion period.
<b>Spelling, grammar, clarity, and tone</b>	Post contains at least 2 of the following: -Incomplete sentences -grammar/spelling errors -poor organization /clarity -unfriendly or unprofessional tone.	Post contains one of the issues listed under Unsatisfactory	Post is clear, organized, in a positive/friendly tone, and free of grammar and spelling mistakes
<b>Demonstrates knowledge and understanding of content within module (readings, assignments, activities, videos, etc.)</b>	Posts show little evidence of knowledge and understanding of topic content (readings AND assignments, exercises)	Posts show some evidence of knowledge and understanding of course content	Posts show strong evidence of knowledge and understanding of course content

**Full points will be given when the student's discussion posts illustrate EXCELLENCE in all 3 criteria above.**

**Group Project**  
**PSYC350 – Survey Design and Analysis**

Through this project, you and your team will

- a) design a survey to accomplish a specific goal using appropriate question types and formats,
- b) learn and utilize an online survey tool (Qualtrics) to administer the survey to a chosen sample,
- c) analyze the survey data using Excel statistics and create complementary figures/graphs, and
- d) present the results of your survey project via a poster presentation with verbal explanation.

**Deliverables**

You will have assignments due for your project each week. To complete them, you and your team will need to work together in a timely manner. For each assignment below, a detailed document will be given on Bb.

<b>Item</b>	<b>Brief Description</b>	<b>Due Date</b>	<b>Points Possible</b>
Project Assignment #1	Research questions, sampling	M 6/6 midnight	20
Project Assignment #2	Ethics, survey items in Qualtrics	M 6/13 midnight	20
Project Assignment #3	Explanation of changes, final survey	M 6/20 midnight	20
Project Assignment #4	Variables, analysis plan	M 6/27 midnight	20
<b>Final Project</b>	<b>Full poster with voiceover</b>	<b>WED 6/29 midnight</b>	<b>100</b>

**Working in a Group**

Effective groupwork is essential to the success of your project. In order to grow as a group, each member needs to receive frequent feedback on the quantity and quality of their work. To that end, you will provide feedback on your group members' participation in your project *each week*. That feedback will be reflected in the points you receive on that week's project assignment. Here's how:

- Each week, you will assign a % score to each member of your team (including yourself). These %s should = to 100%. Therefore, for a 4-person team, if all members have contributed equally, each should get 25%. If one member has done more than their share of the work, then you can assign them more than 25%, but then someone else will get less than 25%. In other words, you'll adjust each team member's % according to their team contribution, with all %s totaling 100%.
- Your grade on your project assignment will be the grade Dr. Mainz assigns it *multiplied by the sum of the %s your team assigns to you*. So if Dr Mainz gives the project assignment an 18/20, and summed, your team members said you did 100% of the work, you'll get 18/20 on the assignment. If the %s you receive sum to 90%, you'll receive  $18 \cdot .90 = 16.2/20$  on the assignment. If the %s you receive sum to 120%, you'll receive  $18 \cdot 1.2 = 21.6/20$  on the assignment.
- You will also provide justification for your ratings, and Dr Mainz reserves the right to adjust/question the ratings. Although your ratings are anonymous, Dr Mainz will provide general feedback to all students to help them improve the work balance within their groups.