

**GOV 1010  
Survey Research Methods  
Spring 2023**

**Course Website:**

<https://canvas.harvard.edu/courses/128776>

**[January 23, 2024]**

**Note:** This syllabus contains essential information about the course in a handy printable document format. Fuller information is available on the course Canvas website. Once the course has begun, the most up-to-date information about course scheduling and requirements will be published in Canvas.

**Course Meeting Times:** Tuesdays, Thursdays 1:30-2:45

**Location:** Northwest Building B-101

**Sections:** TBA (group meetings with course TF)

**Instructor:**

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<https://calendly.com/matthewdardet/matthew-dardet-office-hours>)

## **Course Description:**

Surveys and polls provide much of the data we use to understand the world around us. In fact, much of the data we use – including statistics about people, schools, health, crime, and other things we commonly think of as “facts” or “data” are created, at least in part, using surveys. More broadly, surveys are a tool used in a wide variety of academic and professional fields to create original data and answer questions that otherwise couldn’t be answered.

Surveys and polls are also fundamental to the study of public opinion, political and social attitudes, and human and consumer behavior, and are also used in a diverse variety of fields, including those related to business, economics, education, public health, international development, and others.

This course is designed to teach students the skills necessary to implement, use, and interpret survey data. By the end of the course, students will be able to identify when data come from surveys or polls, understand how it was created, and be able to successfully critique and discuss how the survey design process generates survey errors and impacts survey meaning. Students will also learn the steps necessary to create and conduct an original survey to answer questions. This course is designed to teach students how to understand and interpret political polls, public opinion polls, and any other type of survey. We will focus on the steps that researchers and pollsters need to go through to develop a survey, and will learn about the different sources of error that can be introduced during the process of designing, analyzing, and interpreting polls and other types of surveys.

This course incorporates both reading material and hands-on practice in survey design. The course format will include pre-recorded lectures, live discussion sections, guest speakers, hands-on workshops, asynchronous discussions, in-class small group activities, and practical exercises conducted in small groups.

## ***Experiential Learning, Final Assessment, and Sections:***

*Students in GOV 1010 work in small groups to design and administer a project. Ordinarily, this involves designing, administering, and analyzing an original survey on the topic of your choice (determined by the group). Progressive Research Assignments break down the common steps in designing a survey, and groups are responsible for submitting these, along with giving a final presentation to the class.*

*Students are welcome to pre-form groups. If you have a group of friends or classmates and would like to conduct a survey, GOV 1010 can be a perfect opportunity. We will also provide opportunities during the first week of the course for students to find classmates to work on a project, and will work to form groups of students with similar interests!*

**Sections:** *In lieu of a formal weekly section, students are required to meet with their group regularly, and make good and steady progress on the project. Groups will meet with a Teaching*

*Fellow approximately every other week to present their work-in-progress and receive feedback and support.*

**Final Assessment:** *Ordinarily, the final assessment is the cumulative group project, including the final presentation. The final presentation is done live, during a special class scheduled during finals week.*

### **SELF DEFINED FINAL ASSESSMENT OPTION**

*Students have the option of proposing an alternative final assessment (to be mutually agreed on with the instructor and the student).*

#### **Options include:**

- *Designing a survey for a summer project such as an honors thesis.*
- *Designing, administering, and analyzing a survey on your own.*
- *Conducting an analysis of an existing survey (this must involve a survey, and students must demonstrate an understanding of survey methodology in this analysis).*
- *Writing an empirical paper on a substantive topic in survey methodology (this can be a good option for students with interests in statistics or data science).*
- *Writing a substantive paper dealing with a topic of your choice that is related in some way to the course material.*
- *Another relevant topic on a subject of your choice.*

**Note:** *Students who complete an alternative assessment are expected to complete all progressive research assignments using a hypothetical survey design or other alternative modification as discussed with the instructor.*

*Students seeking to propose an alternative final assessment should meet with the instructor as soon as possible during the semester. All alternative assessments are subject to the approval of the instructor.*

**Graduate Student Assessment:** *Graduate and professional students are welcome to enroll in the class. Typically, students use the assignments and final assessment to design a survey for a research project or a capstone, although other paths are possible. Graduate students should contact the instructor early in the semester to discuss approaches for assessment.*

#### **Instructional Format:**

Research shows that people learn material best when they engage in it multiple times and in different ways. To this end, we will use a variety of methods to help you learn and engage with the course material. The course is designed to help you learn this material in different ways, and assessments and evaluations use multiple approaches to measure your learning and performance.

#### **Synchronous Learning Approaches:**

**Live Lectures and Activities:** We will meet twice a week for lectures and interactive activities, Tuesdays and Thursdays, 1:30-2:45 pm.

### **Small Group Projects and Workshops:**

One critical component of this course is the small group survey research project. Students will work in small groups (3-5 students) to design, execute, and analyze a survey research project on the topic of their choice. Students will complete a series of Progressive Research Assignments designed around this group project. The final assessment for this assignment will be an in-person group presentation scheduled during Finals Week.

### ***Asynchronous Learning Approaches:***

**Readings:** Course readings include selections from three textbooks along with supplementary readings. Students are expected to read all of the primary readings. There are also supplemental readings listed in course web site. These are provided for students who want to delve more deeply into a topic. *Application readings* are substantive articles drawn from published literature in a variety of fields, and provide examples of how surveys are used in empirical social science research. These readings typically provide an example of cases where the principles of survey methodology have helped us understand some substantive issue. **Each student will present a summary of one of these readings throughout the semester.**

**Video-Interviews:** The instructor has recorded a series of short video interviews with survey research practitioners. When listed as part of a weekly reading, students are responsible for streaming them from the course web site.

The **Discussion Board** is an open discussion board where we can talk about different ways we see surveys used, different problems with surveys, and so forth. I will post items from time-to-time, but feel free to post your own as well! *Participation in the discussion board is optional.* However, active and thoughtful participation in the discussion counts toward the course engagement and participation grade. (Please keep posts to course related topics).

**Weekly Diagnostic Reviews:** Weekly diagnostic reviews are similar to homework, weekly quizzes, or p-sets that you might have used in other classes. These are designed to be self-administered, regular, low-stakes opportunities for you to keep up with course material and test your understanding. Upon completing the activity, you will receive an answer-set that will discuss the materials. **These will be due every Saturday by 12 pm.**

**Survey Critiques:** Students are expected to write two to three survey critiques during class. These are graded and are also a chance for you to develop skills formally articulating critical skills in evaluating surveys.

**Individual and Small Group Assignments:** There are seven assignments completed in this class, five of which are completed in small groups. These are designed to give you the chance to design different parts of a survey. (Group assignments will be conducted with different members of your section). Assignment descriptions are available on Canvas.

**Readings:**

The following two books serve as the main course texts used in this course:

\*\*Online versions available via Hollis.

**Required:**

Groves, Robert M. et. al. *Survey Methodology*, 2<sup>nd</sup> Edition. Hoboken, NJ.: Wiley (2009).\*\*

Blair, Edward and Johnny Blair. *Applied Survey Sampling*. Los Angeles: Sage (2015)\*\* [Access available as of December 2022]

Most other readings will be available through the course web page or on reserve via the Harvard Library. (A few readings may be links to online documents.)

**Note:** At this time, both required books are available in some way through the Harvard Libraries, linked through the course library reserves.

*The Groves et. al. book is the standard graduate-level and professional reference text for survey methodology. Although parts may be dated, the core material is not likely to go out-of-date for many years. If you anticipate working with surveys in the future, especially in a collaborative environment, this can be a helpful reference. (For purposes of this course, electronic access usually works well for most students.)*

*The Groves et. al. text includes both advanced and basic material. Please don't be intimidated if the parts of the text that are not assigned seem confusing. We will cover the breadth of the assigned material in class.*

**Other Materials:** Students should have a hand-held calculator, with parentheses and a square-root function. We will use these to learn to calculate sampling error. Most smart-phone calculators work just fine, and most computer calculators work just fine. Almost any basic calculator should do. Graphing calculators such as those used in high-school math classes also work fine, but not required.

Grades:

Requirement:	%	Description:
Class Participation and Engagement	15%	<p>Students are expected to attend live class sessions and guest lectures, attend section meetings, and participate in all activities as appropriate. Class participation includes attending section, participating in section or class or guest lectures as appropriate, asking questions as appropriate, responding to live or asynchronous discussion-prompts, and engaging in and participating in short in-class and pre-class assignments and surveys.</p> <p>Not everyone is comfortable participating in class or section. To this end, there is a group discussion board available. Students who actively and thoughtfully participate in this board will receive credit toward engagement.</p> <p><b>Please note:</b> 1/3 of the total participation grade (5% overall) is based on participation in group assignments, as evaluated by your peers and the instructional staff.</p>
Diagnostic Reviews	10%	<p>Short diagnostic exercises will be assigned as needed throughout the semester. These are primarily designed to facilitate learning. Students who conscientiously complete all diagnostic exercises on time will receive a grade of 95 for this component of the course. Points will be deducted for exercises that are answered haphazardly or late. Up to 5 bonus points may be awarded in cases where responses are consistently exceptional. The main point of these is to help you learn!</p> <p><b>These will be due every Saturday by 12 pm starting January 27.</b></p>

Survey Critiques	15%	<p>You will get more out of this course and enjoy it more if you are actively searching for and critiquing actual survey results. <b>Each student will be responsible for writing two short (2 – 4 page) critiques of a survey</b>, survey question, poll, or interpretation of a survey. The critique should focus on one particular aspect or issue of the report and should be some aspect of survey methodology covered in the course. You should provide a copy of (or link to) to the relevant survey report or release you discuss, although any relevant parts for your discussion should be presented in your paper.</p> <p><b>Note:</b> <i>Survey Critiques may be submitted any time before the deadline.</i></p> <p><b>Early-Bird Critique Due February 9.</b> <i>If you submit your first critique by this date, you preserve the option of writing three critiques and having the lowest grade dropped.</i></p> <p><b>Critique 1 or 2 Due by March 1<sup>st</sup>.</b> <i>All students must have submitted at least one critique by this date. Students who completed the early-bird critique on time may submit a second critique to preserve the option of submitting three critiques and having the lowest grade dropped.</i></p> <p><b>Final (Second/Third) Survey Critique Due by April 27 (on Canvas).</b> <i>All students should have submitted two survey critiques by this date.</i></p>
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Class Assignments	40%	<p>Group and individual assignments will be completed on a regular basis.</p> <p><b>Assignment 1:</b> Individual research proposal. (5%)</p> <p><b>Assignment 2:</b> Group research and mode design. (5%)</p> <p><b>Assignment 3:</b> Group questionnaire design (5%)</p> <p><b>Assignment 4:</b> Standardized critique of a survey from another group. (Individual) (5 %)</p> <p><b>Assignment 5:</b> Group Sample Design (5%)</p> <p><b>Assignment 6:</b> Sample Error, Confidence Interval, and Statistical Testing (Individual) (5%)</p> <p><b>Assignment 7:</b> Cognitive Test Report (5%)</p> <p><b>Assignment 8:</b> Group nonresponse bias discussion and strategy (5%)</p> <p><i>Note: Assignments 3, 4 and 5 collectively represent your group questionnaire design. You must complete Assignment 7 before beginning to collect data for your final project. We recommend that you complete it as soon as is feasible after receiving feedback on your questionnaire through Assignment 4.</i></p>
Final Presentation / Assessment	20%	<p><b>Final Assessment (15%).</b></p> <p>For most students, the final assessment is a group presentation of the results of their final survey projects, which is the culmination of their group project.</p> <p>Students also have the option of proposing an <u>alternative assessment</u>. These must be proposed by the student, and any alternative assessments must be negotiated with the instructor and must be primarily focused on survey design or survey methodology.</p> <p><i>Students who are planning summer research involving a survey (for example, for an honors thesis) are encouraged to design their summer project for this assessment.</i></p> <p>Examples of alternative assessments might include designing a specific survey which would be administered by a group or organization, or conducting an analysis of survey data which explores some methodological issue in depth. I am happy to consider other</p>



		options provided they are significantly related to material we have covered in the course.  <b>Due on the final exam date as set by the registrar.</b>
<b>TOTAL:</b>	<b>100%</b>	
*Note: Failure to complete any course requirement may result in failure of the entire course.		

### **Course Practices and Policies:**

#### **Attendance, Participation, and Engagement:**

Students are expected to attend all lectures (including guest speakers), and participate (in-person) in regular group project meetings with the Teaching Fellow.

**Policy on Collaboration:** Individual assignments must be completed independently by each student. Collaboration is required for group assignments. For group assignments, each student is asked to submit a confidential review of the contributions, roles, and responsibilities of all group participants. Five percent (5%) of the participation grade is based on group participation. Additionally, subpar group engagement may also result in a downward adjustment of the grade on individual group assignments.

The final assessment must be completed by the student alone, without any assistance.

#### **Policy on Generative AI, ChatGPT, and Other Similar Resources:**

Students are responsible for all work submitted, and are especially expected to write up all work themselves or (as appropriate per course policies) with their group. Submitting work that was produced by someone else or something else, such as ChatGPT is considered a serious violation of university policy and will be referred to the honor council or other appropriate bodies. The same holds true for recycling papers or assignments written by students in previous terms, tutoring or online prep services, or submitting any sort of work without proper citation.

Students are welcome to use ChatGPT the way they would use a search engine, or Wikipedia, or Hollis, or any other machine-assisted search tool, but are expected to evaluate all information they gather through these methods critically. Students should note that ChatGPT, in particular, is prone to hallucination, fabrication, and generating non-information, misinformation, and inaccurate information. Thus, *caveat emptor*.

**Observation on Chat GPT and Question Wording and Questionnaire Design:** In the instructor's experience, Chat GPT often writes survey questions that go against best practices and empirically validated approaches in writing survey questions. Students should be especially

mindful of this, as students are expected to learn to write and evaluate survey questions according to current empirically validated best practices. (Course readings are a helpful guide to this.)

**Accessibility, Services, and Support:** Harvard University is committed to providing an inclusive, accessible academic community for students with disabilities and chronic health conditions. The Accessible Education Office (AEO) offers accommodations and supports to students with documented disabilities. If you have a need for accommodations or adjustments, contact Accessibility Services directly via email at [aeo@fas.harvard.edu](mailto:aeo@fas.harvard.edu) or by phone at 617-496-8707.

**Please note:** The instructor has neither the expertise nor the authority to make accessibility accommodations except as directed by the AEO. Students who need accessibility services or accommodations should contact the AEO as soon as possible, preferably by the first week of class.

**Late Assignments:** Students should take careful note of the dates requirements are due. All assignments are due on the designated day. Late assignments will be accepted at the discretion of the instructor, and will be marked down a stepwise letter grade (i.e., from A to A- to B+, etc.) for each class meeting late.

**Availability:** I make every attempt to meet with students as needed. It is generally best to schedule an appointment. I am happy to meet by appointment either in-person or via Zoom. I will also schedule regular office hours during the fall. These are tentatively scheduled for Wednesdays 3:15 – 5:00 pm, and by appointment. I am very happy to meet with students at other times, and outside of class, and so forth.

I am delighted to meet with students after class on Thursdays. On Tuesdays, I often have faculty meetings after class, but in cases where I don't, I am happy to meet Tuesdays after-class as well.

I schedule occasional "coffee-hours" for students registered in the course. I am also delighted to join students for lunch or (as schedules permit) dinner in a Harvard dining hall. I encourage students to try to meet with me either individually or in a small group at least one during the semester. These are a chance for me to get to know each of you a little better. Often, I am able to suggest resources, internships, graduate programs, jobs, and so forth to students with particular interests. (Don't hesitate to ask if you are interested.)

## Course Schedule and Readings

### Tentative Schedule

**Note:** This schedule is subject to change. In particular, if newsworthy controversies involving surveys or polls arise during the course of the semester, we may shift material to best understand these controversies in real-time. We may also shift classes to accommodate the schedules of guest speakers.

**Note:** Readings are subject to change, particularly to accommodate material that is relevant to guest speakers or topics in the news.

**Note:** After Tuesday, January 23 (the first day of class), changes to class materials or schedule will be noted in the course Canvas website, but may not be reflected in this syllabus.

### **Week 1: Introduction to Survey Research and the Total Survey Error Framework**

#### **Tuesday, January 23**

Short online assignment due before the start of class Thursday, January 25. (See Canvas for details.)

#### **Thursday, January 25**

#### **Readings:**

Video Interview with Gary Langer, former Director of Polling, ABC News.

<https://matterhorn.dce.harvard.edu/engage/player/watch.html?id=6631f63c-61c4-4e36-be06-626b06af7781>

Note: You may need to be logged into the Harvard PIN System to stream this video.

Groves et. al.: Chapter 1, pp 1-37;

Groves, Robert M., and Lars Lyberg. "[Total survey error: Past, present, and future](#)." *Public opinion quarterly* 74.5 (2010): 849-879.

Groves, Robert M. "[Three eras of survey research](#)." *Public Opinion Quarterly* 75.5 (2011): 861-871.

**Note:** The first diagnostic review is due on Saturday, January 27, at 12:00 pm. *Diagnostic reviews are due every Saturday at 12:00 pm. The rest are omitted from the syllabus for brevity.*

## **Week 2: So You've Got a Research Question..... Now What?**

**Tuesday, January 30**

**Thursday, February 1**

### **Readings:**

Groves, et. al: pp 39 – 48

Oppenheim, A. N. Questionnaire Design, Interviewing, and Attitude Measurement. London: Pinter (1992). Pp. 7-18; 21-29.

Pew Research Center, June 29, 2021, "Religion in India: Tolerance and Segregation" Skim the main report. Read Appendix A: Methodology (pp 221-229)

<https://www.pewresearch.org/religion/2021/06/29/appendix-a-methodology-12/>

## **Week 3: Robo-Polls, Interviewers, Bots, and Other Ways of Collecting Survey Data**

**Tuesday, February 6**

Assignment 1: Individual research proposal due at 12 pm on Canvas

**Thursday, February 8**

### **Readings:**

Groves, et. al: Chapter 5: pp 149-181

**Note:** *The Groves et. al. chapter was written before the viability of modern web surveys. As you read through chapter, and particularly the discussion of the basic considerations in selecting a mode choice, think about how things might be different for modern web assisted surveys, and how they might remain the same.*

Couper, Mick P. "[New developments in survey data collection](#)." *Annual review of sociology* 43 (2017): 121-145.

February 9: Early-bird survey critique option: *Students who submit their first survey critique by February 9 have the option of writing three survey critiques and having the lowest grade dropped.*

## **Week 4: Mix and Match: Contemporary Methods of Collecting Survey Data**

**February 13**

**February 15**

**Readings:**

DeLeeuw, Edith D. "[Mixed-mode: Past, present, and future](#)." In *Survey Research Methods*, vol. 12, no. 2, pp. 75-89. 2018.

Olson, Kristen, Jolene D. Smyth, Rachel Horwitz, Scott Keeter, Virginia Lesser, Stephanie Marken, Nancy A. Mathiowetz et al. "[Transitions from telephone surveys to self-administered and mixed-mode surveys: AAPOR task force report: Executive Summary](#)." *Journal of Survey Statistics and Methodology* 9, no. 3 (2021): 381-411.

**Week 5: What Do I Want to Ask? Determining What to Measure**

**February 20**

Assignment 2: Group survey mode design due at 12:00 noon on Canvas

**February 22**

In lieu of Thursday class, students will watch two pre-recorded lectures covering databases that are helpful for survey research. Students will compete a short assignment based on database searches as part of the weekly diagnostic review!

**Readings:**

Artino, Anthony R., Jeffrey S. La Rochelle, Kent J. Dezee, and Hunter Gehlbach. 2014. "[Developing Questionnaires for Educational Research: AMEE Guide No. 87.Links to an external site.](#)" *Medical Teacher* 36 (6): 463–74.

Lambert, Lisa Schurer, and Daniel A. Newman. "[Construct development and validation in three practical steps: Recommendations for reviewers, editors, and authors.](#)" *Organizational Research Methods* (2022).

Notes: The Artino et. al. reading covers some material which we will be covering in future weeks. You can use this as a preview for some of the things we will be covering over the next two modules. The material covered by Lambert and Newman, along with the bulk of this week's lecture, is drawn from organizational behavior, but is strongly related to work in psychology. Some of the reading is a bit technical. I will cover the relevant parts, including how to understand some of the graphs and models in the article, in this week's lesson. Some students might want to wait for the lesson before reading the Lambert and Newman piece.

### **Week 6: I Don't Recall? How Respondents Answer Survey Questions**

**February 27**

**February 29**

#### **Readings:**

Groves et. al. Chapter 7.

Tourangeau, Roger and Norman M. Bradburn. "The Psychology of Survey Response" In Jams D. Wright & Peter V. Marsden (Eds.), *Handbook of Survey Research* (Second Edition). (2010) pp 315-346 (Chapter 10) West Yorkshire, England: Emerald Group

*First or second survey critique due by March 1 at noon. All students MUST have submitted at least one survey critique by March 1, at noon. Students who completed the early-bird critique on time (February 9) are eligible to submit a second critique for this deadline, which will permit them to have the lowest survey critique grade dropped.*

### **Week 7: How Do I Ask That? Wording Questions to Measure Attitudes and Beliefs**

**March 5**

**March 7**

#### **Readings:**

Berinsky, Adam J. "[Measuring public opinion with surveys](#)." *Annual review of political science* 20 (2017): 309-329.

Schaeffer, Nora Cate, and Jennifer Dykema. "[Advances in the science of asking questions](#)." *Annual Review of Sociology* 46 (2020): 37-60.

Krosnick, Jon. A., & Stanley Presser, [Question and Questionnaire Design Download Question and Questionnaire Design](#). In In Jams D. Wright & Peter V. Marsden (Eds.), *Handbook of Survey Research* (Second Edition). (2010) pp 263-313 (Chapter 9) West Yorkshire, England: Emerald Group.

**Assignment 3: Group Questionnaire Design Due Friday March 8 by 5:00 pm!**

## **SPRING RECESS MARCH 9 – MARCH 17**

### **Week 8: Testing, Testing, Testing: Easy Tricks for Improving Any Survey**

**March 19**

**March 21**

#### **Readings:**

Groves et. al. Chapter 8 pp 259-290

Beatty, Paul C. and Gordon B. Willis. 2007. "[Research Synthesis: The Practice of Cognitive Interviewing](#)." Public Opinion Quarterly 71(2): 287-311.

Miller, Kristen, Valerie Chepp, Stephanie Willson, and Jose-Luis Padilla, eds. [Cognitive interviewing methodology](#). John Wiley & Sons, 2014. Chapter 1, Chapter 2, Chapter 3, (pp 1 – 33)

**Note:** *Group Assignment 7 involves conducting focus groups or cognitive testing similar to the methods covered in this week's class. This assignment usually takes a bit of planning and scheduling. Students are strongly recommended to begin this work soon, ideally either this week or next week after you have received peer feedback on your questionnaire.*

### **Week 9: Who Counts? How Survey Researchers and Census Takers Determine Whose Voice Is Heard**

**March 26**

Assignment 4 (Individual feedback of survey questionnaire) is due March 26 at noon.

**March 28**

#### **Readings:**

Groves et. al.: Chapter 3, pp 69-95.

Blair and Blair: Chapters 1 - 2 (pp 3 - 61)

Khoury, R. B. (2020). *Hard-to-survey populations and respondent-driven sampling: Expanding the political science toolbox*. Perspectives on Politics, 18(2), 509-526.

### **Week 10: Interviewing Totally Random People: How 1,000 People Can Represent a Nation**

**April 2**

**April 4**

**Readings:**

Blair and Blair, Chapters 6 and 8

Cornesse, C., Blom, A. G., Dutwin, D., Krosnick, J. A., De Leeuw, E. D., Legleye, S., ... & Wenz, A. (2020). A review of conceptual approaches and empirical evidence on probability and nonprobability sample survey research. *Journal of Survey Statistics and Methodology*, 8(1), 4-36.

**Optional Reading (Recommended for Statistics and Data Science Concentrators):**

Groves et. al., Chapter 4. pp 97-107; 109 (bottom) – 110; 113-115; 120; 122-124; 128-129

**Week 11: What If They Had a Pre-Election Poll and Nobody Showed Up? From Sampling to Nonresponse**

Assignment 5: Group sample design due April 9 at noon

**April 9** What is “Margin of Error,” How do I calculate it, and what does it mean?

**April 11** Why don’t people respond to surveys?

**Readings:**

Blair and Blair: Chapter 3, pp 91-96 from Ch 4, and Chapter 5

Weisberg, H. F. (2009). *The total survey error approach: A guide to the new science of survey research*. University of Chicago Press. Chapters 7 – 8

Assignment 6: Individual Sample Error PSET is due Saturday, April 13, at noon. There is no diagnostic review this week. The material covering this PSET will be covered in class on April 9.



### **Week 12: How to Measure and Adjust for Nonresponse**

**Assignment 7: Revised questionnaire and Cognitive Testing Report is due no later than April 18, at noon. We strongly recommend that you complete this earlier!**

**April 16**

**April 18** *Weight, Weight, don't tell me. How to weight and adjust survey data.*

#### **Readings:**

Groves et. al. Chapter 6, pp. 183-215

Dorofeev, S., & Grant, P. (2006). Statistics for Real-Life Sample Surveys: Non-Simple-Random Samples and Weighted Data. Cambridge: Cambridge University Press. Chapter 3. pp 79-139.

### **Week 13: Course Wrap Up**

**April 23**

**Final (second or third) survey critique due by April 27 at noon.** All students must have submitted two survey critiques by this time. If you have submitted two critiques by March 1, you have the option of writing a third critique and having the lowest survey critique grade dropped.

**April 24 (WED) Spring Term Ends**

**Reading Period: April 25 – May 1**

**May 10, 2024: 9:00 am Final Group Project Presentations. Location TBD!**

**Note:** *This final assessment is scheduled at the time mandated by the registrar. In-person attendance is required.*