

Survey Research Methods, APSTA-GE 2139, Fall 2022

Instructor	Daphna Harel	Instructor's Office Hours	Wednesday 2 – 3:30 Kimball Hall 246 Greene Street Room 208
Course Time:	Wednesday 12 – 1:40	Course Location:	GCASL 383

Prerequisites:

At least one year of applied statistics (including multiple linear regression).

Overview:

The social survey is an essential tool for researchers in the social, behavioral and policy sciences and in the applied professional fields, such as education, social work, public health, and marketing. The goal of this course is to provide a broad overview of the many aspects of survey research methodology including sampling, instrument design, the psychology of survey response, field testing, survey operations, nonresponse bias analysis and correction, and primary and secondary analysis of survey data. No prior experience in survey methods is expected and the course is designed primarily for those who intend to use surveys in their own research – whether designing original surveys or performing secondary analysis on survey data collected by others. Whenever possible, we will use examples and data from real surveys employed by academic researchers, professional survey firms, and Federal statistical agencies. Course assignments will require students to actively participate in every stage of the survey process, from initial design to final analysis.

Course Text:

“Survey Methodology,” by Groves, Fowler, Couper, Lepkowski, Singer, Tourangeau, 2nd ed.

Evaluation:

Breakdown:

- Online Homework Assignments – 30%
- Project – 70%
 - Topic proposal and background: 10%
 - Sampling plan, timing and mode of administration: 15%

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- Initial Survey draft: 5%
- Reviews of other students' surveys (2): 10%
- Final report: 25%
- Presentation – 4%
- Presentation Summaries – 1%

Assigned Readings:

A schedule of the assigned readings will be updated on NYU Brightspace and in class. You are expected to be prepared to engage in discussion about any assigned readings.

Grading Scheme:

The following system will be used to convert numerical grades to letter grades:

A	92.5 – 100
A-	89.5 – 92.5
B+	86.5 – 89.5
B	82.5 – 86.5
B-	79.5 – 82.5
C+	76.5 – 79.5
C	72.5 – 76.5
C-	69.5 – 72.5
D+	66.5 – 69.5
D	62.5 – 66.5
F	0 – 62.5

Office Hours:

Office hours are for you...and for me. If you want to learn more about the topic, I am interested in your thoughts and connecting you with resources. If you are excited about something else you have learned and want to try to connect it to our content, I am interested in discussing. If you are struggling with material or concepts, I am interested in trying to figure out where the roadblocks

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are. Bottom line, I am interested in you and your learning. Feel free to attend office hours as you need!

Communicating with Me:

My preferred method of communication is for you to email me or have you attend my office hours. Please keep in mind that I may not be checking my email account outside of standard business hours (Monday - Friday, 9AM - 5PM). Because of this, it is best if you can email me with at least 48 hours of notice before you require a response. I am always happy to hear from you to make this course a positive learning experience.

Extensions and Late Policy:

Due dates for all assignments will be provided when the assignment is assigned. In general, my late policy is to deduct 10 points for every day the assignment is late. However, I understand that factors outside of school, may affect your ability to complete assignments on time. If this is the case, please speak to me ahead of the due date so that we can find a solution, which may or may not include a short extension depending on the circumstances. If I do not hear from you and the assignment is late, it will be subject to my usual late policy.

Academic Integrity:

All students are responsible for understanding and complying with the NYU Steinhardt Statement on Academic Integrity. A copy is available at:

http://steinhardt.nyu.edu/policies/academic_integrity

Please note that any resources consulted, including other people, must be cited in all work that you submit. A failure to do so is a violation of our academic integrity policy.

Students Accessibility:

NYU's Moses Center for Student Accessibility provides comprehensive services and programs for NYU undergraduate and graduate students with hearing and visual impairments, mobility impairments, learning disabilities and attention deficit disorders, chronic illnesses, and psychological impairments. The Moses Center functions to determine qualified disability status and to assist students in obtaining appropriate accommodations and services. I fully support

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qualified students utilizing these services and encourage students to seek out the Moses Center for more information if you want to be assessed.

The Center is located at 726 Broadway, 2nd Floor, New York, New York 10003. Phone and TTY: 212-998-4980; Fax: 212-995-4114

Mental Health:

With everything going on in the world, it is natural that you may be experiencing undue personal and/or academic stress during the semester. The [NYU Wellness Exchange](#) (212 443 9999) offers a range of services to assist and support you. I am available to speak with you about stresses related to your work in my course, and I can assist you in connecting with the Wellness Exchange. Additionally, if you anticipate any challenges with completing the assignments, readings, exams and other work required in this course, I encourage you to register with the [Moses Center](#) (212 998 4980) in advance so that you may be granted the proper academic accommodations.

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Topic Breakdown and Due Dates (subject to change):

Week	Date	Topic*	Chapter in Groves
1	9/7	Introduction/Sources of Error/Coverage	1 - 3
2	9/14	Introduction/Sources of Error/Coverage	1 - 3
3	9/21	Introduction/Sources of Error/Coverage	1 - 3
4	9/28	Introduction/Sources of Error/Coverage	1 - 3
	10/2	Online Homework 1: Due	
	10/2	Check Point 1: Topic Proposal Due	
5	10/5	Study Design / Sampling 1	4
6	10/13	Sampling 2	4
7	10/19	Sampling 3 (office hours will be rescheduled)	4
	10/26	Online Homework 2: Due	
8	10/26	Survey Modes and Logistics	5
	11/2	Check Point 2: Sampling Plan Due	
9	11/2	Optional Special Topic: Political Polling	--
10	11/9	Writing questions	7
	11/15	Check Point 3: Initial Survey Drafts Due	
11	11/16	In Class Pretests	8
	11/27	Task: Send Surveys to Peer Reviewers	
12	11/30	Weighting, nonresponse, planning	10
	12/6	Check Point 4: Review of Other Students' Surveys Due	
13	12/7	Statistical Analysis of Surveys	--
14	12/14	Asynchronous Presentations	--
	12/14	Online Homework 3: Due	
	12/18	Presentation Summaries Due	
	12/18	Final Report Due	

Course Project:

The course project is designed to take you through all aspects of survey research from the definition of research objectives, to survey construction, and analysis plan. To manage the workload, the project will be broken down into several components.

Check point 1: Topic Proposal

- What are your research questions?
- What is your target population?
- Why are these research questions important? How do your research questions fit into the current state of knowledge? (Provide any relevant references).
- Why is a survey an appropriate tool to answer your research questions? Make sure to justify why a survey is better than other potential data collection methods such as direct measurements or qualitative research.
- What are the constructs that your survey will measure?
- How, if at all, does this survey fit into a larger research project? Are there other sources of data you will need to collect?

Expected length: 3 pages, double-spaced. Please write in complete and proper sentences.

Check point 2: Sampling plan

At the beginning of your write-up, please restate your research questions and a one-paragraph description of the context of your study.

In this checkpoint, you will outline two possible sampling plans that you could use.

1. The first plan should be an ideal sampling plan that you would use if you had, say 10 years and \$5 million.
2. The second plan should be a realistic plan that you could implement given, say, a two-year timeline and a small budget (< \$10,000).
3. Conclude with a paragraph or two that describes the potential losses when if the realistic plan is implemented over the ideal plan.

For each plan, you should include details about the following:

- Study design - is your study observational? experimental? cross sectional? longitudinal? how does this relate to your research questions?

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- Target population
- Sampling frame
- Any potential coverage error inherent in your sampling frame, the implications of that error, and how it may impact your results.
- Sampling scheme (be specific - this should be detailed enough that I would know how to "follow your recipe")
- Any potential sampling error, the implications of that error, and how it may impact your results.
- Timing of administration
- Mode of administration

Check point 3: Initial survey draft and explanation

In this component, you will create an initial draft of your survey. More details will follow. See Brightspace for details.

Check point 4: Reviews of other students' surveys

Each student will provide a critique of two other student's surveys. You will be graded on the feedback that you provide for others. See Brightspace for details.

Final Report

In this checkpoint, you will write a report that presents your research project from start to finish. Details will follow. See Brightspace for details.

End of Semester Presentations:

More details will come in due course.