**Syllabus**

**Course Number:** ERMA 8200

**Course Title:** Survey Research Methods

**Semester:** Spring, 2024

**Credit Hours:** 3 credit hours

**Prerequisites:** None

**Meeting Time:** F2F Class:Mondays 5:00~7:50 pm (Haley 3442)

Distance Class: Synchronous, Mondays, 5~8 pm via Zoom

Asynchronous, class videos available after each Monday

**Instructor:** Chih-hsuan Wang

4010 Haley

wangchi@auburn.edu

**Office Hour:**  Office Hour: Tuesdays 12:00-2:00 pm and by appointment

**Date Syllabus Last Updated:** January 2025

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Texts:**

Dillman, D.A. (2014). *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method (4th ed.)*. New York, NY: John Wiley & Sons. (ISBN#: 978-1118456149).

**Recommended Reading:**

American Psychology Association (2019). *Publication Manual of the American Psychological Association (7th ed.).* Washington D.C., American Psychological Association. (ISBN# 978-1433832178)

Fink, A. (Ed.) (2003). *The Survey Kit – 2nd Edition* (10 volumes). Thousand Oaks, CA: Sage Publications. (ISBN#: 978-0761925101)

# Shannon, D. M. & Davenport M. A. (2000). *Using SPSS to solve statistical problems: A self-instructional Guide*. Merrill Prentice Hall, Upper Saddle River, New Jersey. (ISBN#: 978-0132675765)

**Technology & Computer Software Requirements:**

1. Access to high-speed internet through smart mobile devices or computers.
2. Microsoft Office Word.
3. PDF file creator (e.g. Adobe Acrobat).
4. Excel or SPSS (SPSS is NOT required).
5. Zoom application. You can install it on your computers, tablets or smartphones. This is for participating virtual office hours.

**Other Prerequisite Skills:**

Students taking this class are expected to be able to perform the following basic skills **at the beginning** of the class:

1. **Computer basic skills**: open, save, copy-paste, use track changes, make tables and create the Word and PDF documents.
2. **Online learning platform basic skills**: open, download, and upload documents, review documents and video clips online, and **review instructor feedback on the Canvas. (More student resources for Canvas can be found here:** <http://wp.auburn.edu/biggio/canvas/student-help/> )

**IMPORTANT:**

1. All course materials (syllabus, PPTs, lab assignments and data files, rubrics…etc.) will be available on Canvas. Please check the Canvas before each class. I am not going to provide hard copies.
2. Our class will be delivered in both F2F and Online format. You can access our class Zoom room through Canvas class page.
3. If you enroll in the F2F class, you are expected to be either in the class or Zoom in synchronously. If you enroll in the Distance class, you are encouraged to join us synchronously, but you can also complete your course work asynchronously.
4. I will not accept the work completed by hand unless it is the only way to do it.
5. ERMA 8200 is **NOT** a data analysis course. If you would like to learn more about data analysis, the ERMA program offers several data analysis courses, from basic to advanced statistics. You should be able to find some courses to fit your needs.
6. You need to know how to conduct a descriptive statistical analysis in this class, such as mean, standard deviation, and frequencies.

**Course Description:**

Overview of survey research, sampling issues, selection and construction of survey instruments, scaling techniques, response effects, issues influencing response rate, reliability and validity of survey data, and analysis of data.

**Course Objectives**:

Upon completion of this course, the student will be able to:

* Recognize and discuss the uses of survey research.
* Describe the advantages and limitations of different types of measurement scales.
* Recognize and apply the appropriate estimates of reliability and validity.
* Prepare a cover or informational letter which adheres to the guidelines discussed in class.
* Complete IRB CITI training.
* Discuss the advantages and limitations of different sampling procedures.
* Describe procedures used to increase response rate in survey research.
* Recognize aspects of measurement instruments which may increase response effects and suggest ways to deal with these aspects.
* Construct a measurement instrument in accordance with guidelines discussed in class and the research literature.
* Draft and construct participant recruitment and survey follow-up plan and materials.
* Conduct a pilot study using a measurement instrument developed in class.
* Determine the appropriate data analysis procedure(s) (quantitative and qualitative) given a specific set of research questions.
* Prepare a report detailing instrument development, sampling and procedures, and pilot study.

**Course Requirements:**

* Attend all class sessions and participate in class discussions and activities.
* Complete all assignments.
* Construct a measurement instrument and prepare a project report proposing the use of your measurement instrument.

**Grading and Evaluation Procedures:**

| **Assignment** | **Potential Pts** |
| --- | --- |
| First class discussion — Is survey research or not? | **4** |
| Measurement activity | **3** |
| Sampling procedure activity | **3** |
| CITI training | **10** |
| First draft of survey | **10** |
| Final survey | **10** |
| Online survey (Qualtrics) | **10** |
| Recruitment plan & materials | **5** |
| Follow-up plan & materials | **5** |
| Final Project\* | **40** |
| Total | **100** |

**Grading Scale:**

|  |  |
| --- | --- |
| **Grade** | **Points** |
| **A** | **90~100** |
| **B** | **80~89** |
| **C** | **70~79** |
| **D** | **60~69** |
| **F** | **<60** |

\* Rubrics for your final project is at the end of this syllabus.

**\*\*** You can check your grade for each assignment you submitted on Canvas. However, I keep the official grades in an Excel file and will calculate your final grade using Excel or SPSS.

* **Final Project**

Your final paper should be 4-6 pages in length, double spaced, using Times New Roman 12 font, and 1-inch margins on all sides. The page count does not include the title page, references, or appendices. The paper is to be written in APA style. For detailed instructions, refer to the “Final Paper Guidelines and Rubrics”.

**Class Policy Statements**

* ***Zoom policy*** — When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.
* ***Email and Communication***
* All communication through emails needs to be via Auburn Tiger Email system. In other words, you need to use your university email address to send me emails, and I will do the same. **Emails will be responded within 48 hours excludes weekends and holidays.**
* All PPTs and announcements will be posted on the Canvas. You are responsible to check the Canvas before you come to the class.
* All assignments need to be uploaded on the Canvas. I will provide feedback on your assignments on the Canvas. You can check your grade for each assignment on the Canvas as well. However, I keep your official grades in my Excel file.
* If you need individual help, you can reach me during the office hours and/or make an appointment.
* ***Class Attendance***
* Points are not attached to attendance directly. However, excellent class attendance is expected. Students are responsible for initiating arrangements for missed work.
* Notify me in advance of your absence.
* Keep up with coursework.
* Participate in class activities via Zoom if possible.
* Notify me if you require a modification to the deadline of an assignment or exam before it is due.
* ***Electronic Device Policy***

Cell phones should be turned off or to vibrate during face-to-face classes. Cell phone texting and/or reading are not permitted in class. Laptops and tablets in class could only be used for the purpose of the class.

* ***Assignment Policy***
* Due to the potential incompatibility of word processing programs and formats, and the potential for the transmission of viruses, absolutely no work for the course will be accepted as an E-mail and/or as an E-mail attachment, or on a disk etc. All graded work must be uploaded on the Canvas.
* All work submitted for the course must be typed.
* ***Late Assignments Policy***
* Assignments turned in late will receive a 2% reduction in earned points per day. The only exception will be in the case of emergency.
* Except for work requiring calculations, all work must be typed, or it will **not** be graded. Late penalty will be applied to work completed in writing and then turned in late in typed format for a grade.
* Assignments more than 2 weeks overdue will not be accepted.
* ***Incompletes and Withdrawals***

Grades associated with incomplete course work or withdrawal from class will be assigned in strict conformity to the University policy (see Auburn University Bulletin). If you wish to drop this course you may do so by the 10th class day with no grade assignment. From the 10th class day to mid-quarter a W (withdrawn-passing) grade will be recorded in your transcripts. After this period withdrawal from the course will only be granted under unusual circumstances and must be approved by the Dean of the College of Education.

Note that the incomplete grade (IN) policy is in effect. The new policy requires that students complete a form requesting that an IN grade be assigned. If this form in not completed and given to the instructor of the class, a grade will be assigned with a score of zero (0) for work that has not been completed and turned in by the time the instructor reports grades. To be eligible for a grade of IN, the student must have completed and have passed more than half of all class assignments/exams for semester.

* ***Academic Misconduct***

***Academic Honesty***

The Department of EFLT recognizes university policy regarding academic misconduct. Violations include, but are not limited to plagiarism, unauthorized assistance during examinations, submitting another’s work product as your own, using another’s words as your own without appropriate citation, sharing unauthorized materials with another that contain questions or answers to examinations, altering or attempting to alter assigned grades. In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code. See the Tiger Cub publication for the current year for specifics regarding academic misconduct as well as student’s rights and responsibilities associated with the Code.

***Plagiarism***

For more information, see:

<http://www.collegeboard.com/student/plan/college-success/10314.html>

<http://owl.english.purdue.edu/owl/resource/589/01/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

* ***Disability Accommodations***

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes — or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1228 Haley Center, 844‑2096 (V/TT).

**Tentative Course Content and Schedule**

| Week | Date | Topics | Activity Due | Assignment Due (Sundays) |
| --- | --- | --- | --- | --- |
| 1 | 1/13 | Syllabus |  | Class discussion: Is survey research or not? |
| 2 | 1/20 | MLK Holiday | | |
| 3 | 1/27 | Introduction to Survey Research (Chapter 1)  Background Research to Define Survey Content  Delphi Method to Define Construct  Reading: Practical Considerations for Conducting Delphi Studies: The Oracle Enters a New Age |  |  |
| 4 | 2/03 | Ethical Issues   * Confidentiality, Informed Consent * Institutional Review Board (IRB) |  |  |
| 5 | 2/10 | Types of Measurement Scales (Chapter 4)  From construct to indicators | Measurement |  |
| 6 | 2/17 | Guidelines for Survey Instrumental Construction (Chapter 5 & 6)   * Writing Questions * Constructing the Questionnaire * From indicators to survey items |  | First Draft of Survey Items |
| 7 | 2/24 | Peer review of items and rewrites  \*Bring your first draft to the class for peer review |  |  |
| 8 | 3/03 | Sampling Issues (Chapter 2 & 3)   * Sampling procedures * Dealing with Non-respondents * Follow-up Techniques * Piloting and Implementing Surveys | Sampling | Final Draft of Survey Items |
| 9 | 3/10 | SPRING BREAK | | |
| 10 | 3/17 | Methods of Administration (Chapter 7)  Response Rate  Recruitment and follow-up |  | CITI training |
| 11 | 3/24 | Online Survey Tools (Chapter 9)   * Qualtrics |  | Qualtrics Survey |
| 12 | 3/31 | Survey Psychometrics   * Validity * Reliability | In-class Data Collection | Recruitment Plan  Follow-up Plan |
| 13 | 4/07 | Data management, Analysis, and Interpretation | Completed Data Collection |  |
| 14 | 4/14 | Reporting Survey Results  Reading   * Checklist of Contents for a Survey Report   How to Make a Presentation |  |  |
| 15 | 4/21 | Individual meeting (make an appointment) | | |
| 16 | 4/28 | No meeting, Final Project Due on Monday, 4/28 | | |

NOTE: This is a tentative syllabus. Any changes will be announced in class. Students are responsible for being aware of the changes made.

Final Paper Guidelines and Rubric

Your final paper should adhere to the following guidelines:

* The paper should be 4-6 pages in length, double-spaced, using Times New Roman 12-point font.
* Maintain 1-inch margins on all sides (top, bottom, left, and right).
* The title page and references do not count as part of the page limit requirements.
* After the text, include a list of references formatted according to APA format 7th edition guidelines.
* A minimum of **five (5) references** is required for this assignment.
* If you are unsure about the APA formatting, please consult the Publication Manual of the American Psychological Association. Copies are available in the library, and it is recommended that all doctoral students in social sciences (education, psychology, etc.) have their own copy.
* This assignment could be completed either individually or as a group.

**Format of your final paper:**

1. **Cover Page**

Your final paper title is NOT “Final Paper” or “Final Project”. Your final paper should have a meaningful title that reflects the content of your work. Please provide a specific and descriptive title for your paper.

1. **Abstract**
2. **Introduction**

* Problem
  + What is the problem? Provide a statement of the problem. Be explicit!
  + Provide some background info on the problem.
  + Indicate the variables of interest and their hypothesized relations.
  + A minimum of 5 references.
* Research Questions
  + List at least one research question.
  + Re-state the variables of interest and their hypothesized relations according to your research question(s).

1. **Method (according to the “real” study)**

* Participants
* Describe the sample.
* Describe the demographics statistics of the sample if available.
* Instruments
  + Describe the survey development.
  + Example survey items.
  + Soring.
  + Reliability and validity information if applicable.
* Procedure
  + How is data going to be collected?

1. **Results (according to pilot study)**

* Describe participants in the pilot study.
* Appropriate descriptive statistics for your survey items.
* Graphics and other visuals are displayed to enhance the presentation (if applicable).

1. **Self-Reflection**

* Survey feedback from your colleagues or participants.
* Your reflection on the survey design and pilot study experiences.
* If you are going actually to conduct the study, what would you do the same? What would you do differently?
* If you are working as a group, each group member needs to write his/her own reflection and compile them together under this section. Use your name as the sub-heading when including your reflection.

1. **References Page**

* A minimum of **five (5) references** is required.

1. **Appendix**

* Final survey.
* Data analysis output, any software would be fine.

**Performance Rubric: ERMA 8200 Final Project (40 points)**

| **Criteria** | **Novice/Not Mentioned** | **Competent/Not Clearly Defined** | **Proficient/Clearly Defined** |
| --- | --- | --- | --- |
| APA Formatting  (2 pts) | 0%.  References or citations not given; Single spaced; Headings/subheadings not used. | 50%.  Some style errors, but not enough to detract from the presentation.  Tables might be cut and pasted; A few reference errors or failure to italicize all symbols. | 100%.  Double spaced; tables/figures in APA format (not cut and paste SPSS output); appropriate # decimal places; Headings/subheadings appropriate; Citations correctly given in text and matched to references. Symbols italicized. |
| Introduction & Research Questions  (5 pts) | 0%.  No linkage of introduction to RQ(s); RQs omit IV(s) and/or DV, or are not testable. | 50%.  RQs are testable and include variables, but maybe awkwardly worded.  The introduction may be weak but linked to RQ(s). | 100%.  The introduction makes a case for the present study; research question(s) are clearly stated, include appropriate IV(s), DV, and are testable. |
| Methods  Participants (2 pts) | 0%. No information on target participants or sampling procedure. | 50% Participants and sampling procedure described, but not clear. | 100%. Target participants described. Appropriate sampling procedure described. |
| Methods  Instrument (5 pts) | 0%. No information on instrument development. | 50%. Survey development, example items, and scoring mentioned, not clear. | 100%. Survey development, example items, and scoring described. |
| Methods  Reliability & Validity (5 pts) | 0%. No reliability and validity reported or not accurate. | 50%. Either one is reported accurately. | 100%. Both reliability and validity are reported accurately. |
| Methods  Procedure (2 pts) | 0%. No study procedure is provided. | 50%. Procedure provided but not clear. | 100%. The procedure is logical and provided in detail. |
| Results (pilot)  Participants  (2 pts) | 0%.  Demographic info of participants in the pilot study is not provided. | 50%.  Info of participants is partially provided. | 100%.  Participants in the pilot study are described clearly. |
| Results (pilot)  Response/usable rate (2 pts) | 0%. No response rate or useable rate reported. | 50%. Response rate or useable rate reported but not accurately. | 100%. Response rate or useable rate reported accurately. |
| Results (pilot)  Descriptive statistics of items  (5 pts) | 0%.  Lacks summary statistics; Omits key results; Misinterprets results. | 60%. Possible omission of some summary statistics, but otherwise correct; Too many statistics given in text when a table is preferred. | 100%.  Appropriate descriptive statistics (*M*s, *SD*s, *f*, and %) for all variables. |
| Self-Reflection  (10 pts) | 0%.  Missing self-reflection. | 50%. Not all members provide self-reflections, or not address all self-reflection questions. | 100%.  Self-reflection is provided by all group members and addresses all self-reflection questions. |