Instructor:	Jennifer Dill, Ph.D.
Room/Time:	Thursdays 1-3:40 pm via Zoom
Office:	Virtual
Office Hours:	Tuesdays 3-4:30 pm via Google meet (see Google calendar appointment slots)
Phone:	503-725-5173
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COURSE OVERVIEW AND REQUIREMENTS

The objective of this class is to learn how to collect original data for research in an urban and/or public policy context. Our focus will be on surveys, though we will cover some other methods.

Learning outcomes for this course:

- Know how to design and implement a survey that will collect data to effectively answer the intended research or policy questions

- Understand the basics of sampling

- Know what survey modes are most appropriate for the project objectives

- Learn about additional data collection methods, with a focus on quantitative data

This class will operate like a seminar, with students expected to contribute actively. Our class time will be divided between discussion of the reading assignments, lecture, in-class exercises, and student presentations.

Grading

Class participation	5
Survey project	
a. Evaluation of existing survey questions/instruments	10
b. Draft survey questions	15
c. Survey pre-test and revisions	25
d. Implementation memo	10
Second method project	
a. Overview (post & presentation)	10
b. Testing and reflection (post & presentation)	20
IRB training	5

Readings

The main textbook for the course is:

> Dillman, Don A., Smyth, Jolene D., Christian, Leah Melani. 2014. *Internet, Phone, Mail and Mixed-Mode Surveys: The Tailored Design Method*, 4th edition. John Wiley: Hoboken, NJ

It is available as an ebook from the PSU Library.

Additional readings will be available through the course D2L site and the PSU Electronic SAGE collection.

ASSIGNMENTS

Class Participation

Each week starting in week 2, you are expected to have completed all the required readings before class and come to class prepared to discuss the readings.

Survey Project

The primary focus of the course is survey data collection. Each student will work on developing their own survey or collaborate on a class survey. The project is broken into four parts.

a. Evaluation of existing survey questions/instruments

Every survey does not need to start from scratch. It is often very useful to use questions that other researchers have used and tested, as well as questions from sources such as the US Census. You will identify existing survey questions that may be relevant to your project. These should include questions that may help answer your research questions, as well as demographic questions. I will provide some suggestions on where to find survey instruments, but Google is also useful for this. You need to include at least 10 questions. You will turn in a memo that explains your research questions (your own survey or the class survey), identifies how each survey question may help you answer those research questions, and evaluates the question using the readings. The evaluation can also include ideas for altering the questions.

b. Draft survey questions

You will prepare a draft of questions to include on your survey. Depending on your project, this will either be a complete survey or a portion of the survey. Your draft includes any necessary instructions and transition(s) at the beginning of each section. Items should be numbered, and all necessary instructions, including skip patterns, should be included. You will share your draft for discussion in class.

c. Survey pre-test and revisions

You will pre-test the survey instrument with a minimum of three adults. We will discuss in class whether this will be on paper or web (Qualtrics). Ideally, the adults should vary with respect to age and other demographics, though they should also reflect your intended survey sample. We can brainstorm in class ways to find people to help pre-test. Ask each respondent to complete the survey, then immediately following, conduct a post-survey interview to identify any problematic items on the survey. You will write a short summary of your findings (what worked, what didn't, why) and a revision to your survey. We will discuss this in class.

d. Implementation memo

You will write a 2-page (single spaced) memo outlining how you think the survey should be implemented. This would include the mode (on-line, paper, phone, mixed, etc.), a proposed sampling frame and method, the general process, and incentives.

Second Method Project

Each student will select a second data collection method to learn, test, and share with the class. We will discuss options in class. You can select a method that will complement the survey data collection, i.e. it will help answer the same or related research question. Or, you can select something that would answer different questions. The goal is to give you an opportunity to learn about another method that will be useful in your future research or practice.

   a. Overview (post & presentation): Mid-way through the term you will prepare a discussion post on D2L that explains the method, including examples and references. Your post should also discuss what type of IRB approval might be necessary and how you would address IRB-related concerns. You will present this information in class for discussion. The presentation should be about 10 minutes.

   b. Testing and reflection (post & presentation): You will collect some data using this method. You will add to your discussion post (or start a new one) explaining how you collected the data and reflect on the process (what worked? what did not work? how you would do things differently? do you think the data would be useful?). You should present some summary description of the data you collected but are not expected to analyze the data. You are not expected to collect a large sample, i.e. what would be necessary to actually answer your research question, though for a few methods you might be able to. Think of this as a pre-test of your data collection method. You will also present this in class for discussion. The presentation should be about 15 minutes and focus on your reflection.

IRB Training

Complete the CITI training course on Social and Behavioral Responsible Conduct of Research. Instructions for doing so are on this page:
https://sites.google.com/a/pdx.edu/research/resources/training

Choose the "Group 1: Human Subjects Researcher" option. The training should take about two hours. Print the completion certificate.

In addition, review the PSU forms (1-4) and guidance here:
https://sites.google.com/a/pdx.edu/research/integrity/hrpp/forms

COURSE WEB SITE

There is a D2L site for the course. Additional required readings will be posted or linked on the site, as well as other course resources and more detailed guidance on assignments. You will submit most of your written assignments through D2L.

COURSE SCHEDULE

Textbook chapters are numbered. Additional readings will be posted on D2L.

	Readings	Deadline/Activities
Week 1 (April 1)		
Week 2 (April 8)	**SAGE Research Methods Project Planner, Data Collection** Scan the whole list of methods. Read about the ones you might consider for you Second Method Project. https://methods-sagepub-com.proxy.lib.pdx.edu/project-planner/data-collection **Textbook: Survey introduction** 1. Sample Surveys in Our Electronic World 2. Reducing People's Reluctance to Respond to Surveys	
Week 3 (April 15)	**Textbook: Writing questions** 4. Fundamentals of Writing Questions 5. How to Write Open- and Close-Ended Questions	Survey Project, part a
Week 4 (April 22)	**Textbook: Instrument design** 6. Aural Versus Visual Design of Questions and Questionnaires 7. Ordering Questions and Testing for Question Order Effects	Survey Project, part b (+ share/discuss in class)
Week 5 (April 29)	**Textbook: Survey Implementation** 9. Web Questionnaires 10. Mail Questionnaires	IRB training
Week 6 (May 6)	**Textbook: Survey Implementation and Sampling** 8. Telephone 11. Mixed-Mode 3. Covering the Population and Selecting Who to Survey	Second Method, part a (post & present in class)
Week 7 (May 13)	Review the PSU IRB forms (1-4) and guidance: https://sites.google.com/a/pdx.edu/research/integrity/hrpp/forms	Survey Project, part c
Week 8 (May 20)	**Textbook: Wrapping up surveys** 12. Responding to Societal Change and Preparing for What Lies Ahead Other reading to be assigned	Survey Project, part d
Week 9 (May 27)	**Additional survey topics** **Other data collection methods** Reading to be assigned	Second Method, part b (half of students will present this week)
Week 10 (June 3)	**Other data collection methods** Reading to be assigned	(half of students will present this week)

GRADING POLICIES

According to the *PSU Bulletin*, "the grading system at the graduate level is defined as follows: A—Excellent; B—Satisfactory; C—Below graduate standard." Therefore, simply doing the required work does not warrant an A grade.

Incomplete grades. I will only assign an incomplete (I) grade when circumstances are consistent with PSU's policy on incomplete grades, shown below. "Circumstances must be unforeseen or beyond

[your] control." In other words, I do not give incompletes for poor planning on your part, e.g. you got too busy with work and your other classes. If you do encounter unforeseen circumstances, approach me as soon as possible about entering into a written agreement for an incomplete grade.

From the PSU Bulletin:

"A student may be assigned an I grade by an instructor when all of the following four criteria apply:

1) Quality of work in the course up to that point must be C level or above.

2) Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.

3) Reasons for assigning an "I" must be acceptable to the instructor. The student does not have the right to demand an "I". The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work to raise a deficient grade.

4) A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the "I" grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period."

Late assignments. I normally do not allow students to turn assignments in late without assessing a penalty, except in unusual circumstances, e.g. medical emergencies. But, we're in a pandemic, and this is the first time I have taught this class remotely. I will be flexible, within reason. My main goal is for you to complete the course and meet the learning objectives.

ACCESS AND INCLUSION FOR STUDENTS WITH DISABILITIES

PSU values diversity and inclusion; My goal is to create a learning environment that is accessible, equitable,, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. Additionally, the Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. The DRC works with students who have physical, learning, cognitive, mental health, sensory, and other disabilities.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations.

If you already have accommodations, please contact me to make sure that I have received your faculty notification letter from the DRC so we can discuss your accommodations.

The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or, drc@pdx.edu. Visit the DRC online at https://www.pdx.edu/disability-resource-center.

TITLE IX

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or

sexual harassment, know that help and support are available. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: http://www.pdx.edu/sexual-assault/get-help or you may call a confidential IPV Advocate at 503-725-5672 or schedule Online at https://psuwrc.youcanbook.me . You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

- PSU's Title IX Coordinator: Julie Caron by calling 503-725-4410, via email at titleixcoordinator@pdx.edu or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Yesenia Gutierrez by calling 503-725-4413, via email at yesenia.gutierrez.gdi@pdx.edu or in person at RMNC, 1600 SW 4th Ave, Suite 830

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate. For more information about Title IX please complete the required student module *Creating a Safe Campus* in your D2L.

More PSU resources

https://www.pdx.edu/sexual-assault/sites/g/files/znldhr4031/files/2020-08/2-sheet_SexualRelationshipViolenceResourcesforstudents.pdf

ACADEMIC HONESTY AND PLAGIARISM

Students are expected to be ethical not only in the classroom, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with any quiz or assignment; engages in plagiarism.

 "Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments. Plagiarism is a serious issue and is a violation of the PSU Student Conduct Code http://www.ess.pdx.edu/OSA/osa_b.htm."
(source: http://www.lib.pdx.edu/instruction/sharons_originals/citationplag.html#plag)

University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. Please see me if you ever have any questions about how to cite your work.

Technology access

Proficiency in the use of D2L, PSU email, and other computer tools such as ZOOM or part of google suite is required for this course. This course requires consistent access to functioning computer equipment and Internet access throughout the length of the course. Reliance on a cellular connection may not provide reliable and fast access to online learning resources. Here are some broadband programs that are free or low-cost: https://www.highspeedinternet.com/resources/are-there-government-programs-to-help-me-get-internet-service

I will not require you to have your camera on while we meet.

Class Recordings

We will use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, the Acceptable Use Policy and PSU's Student Code of Conduct. A record of all meetings and recordings is kept and stored by PSU, in accordance with the Acceptable Use Policy and FERPA. Your instructor will not share recordings of your class activities outside of course participants, which include your fellow students, TAs/GAs/Mentors, and any guest faculty or community-based learning partners that we may engage with. **You may not share recordings outside of this course**. Doing so may result in disciplinary action.