René Bautista, PhD
Office hours: Wed 1:00-2:00pm (1155 60th East Street, 2nd Floor, Chicago IL 60637).

We’ll use CANVAS for class assignments and group communications
Personal email: bautista-rene@norc.org (for personal communications)

@rene_bautista (If you’re on Twitter)

Teaching Assistants:
Lautaro Cella: lcella@uchicago.edu
Daniela Perez Giraldo: dperezgiraldo@uchicago.edu
Akshay Vikas: akshayvikas@uchicago.edu

TA Office hours: To be announced by TAs
Instructor office hours: 1-2pm: 1155 60th East Street, 2nd Floor (NORC at the University of
Chicago, Room 271. Please bring an official ID and proof of vaccination to enter NORC
facilities. Ask NORC front desk office to let me know you are there looking for me.

Wed 4:30 PM - 7:20 PM U.S. Central Standard Time
Room: Keller 1022

Class format
This class will follow Harris School guidance for format. At the time of writing, the class is planned
to be in person. (Occasionally we may use Zoom, or video recordings).
Students should not attend if they are experiencing COVID19 symptoms. They will not be penalized
so long as they let the instructor know and work on arrangements to comply with readings and
assignments. I ask students to do readings posted for class on Canvas the week before the class
meets and come prepared with questions for class. PowerPoint slides will be posted before each class.
The first part of the class will be lecture, and the second part hands-on activities (e.g., answer
questions, group discussions, invite guest speakers, and provide any clarification on materials or
assignments).

Course Description
The questionnaire has played a critical role in gathering data used to assist in making public policy,
evaluating social programs, and testing theories about social behavior (among other uses). This
course offers a systematic way to construct and evaluate questionnaires. We will learn to think about
survey questions from the perspective of the respondent and in terms of cognitive and social tasks
that underlie responding. We will examine the impact of questions on data quality and will review
past and recent methodological research on questionnaire development. The course will help
students to tell the difference between better and worse types of survey questions, find and evaluate
existing questions on different topics, and construct and test questionnaires for their own needs.
In general, the purpose is to provide fundamental knowledge on theoretical basis for questionnaire design and to provide opportunities to develop critical thinking related to design. The course intends to cover the basics of major stages of questionnaire design. The assignments and live discussions are intended to offer practical experience.

Prerequisite
Graduate standing (no undergraduate standing). Students enrolled in this class are expected to have completed at least one course on research methods OR to be familiar with the scientific method applied to social science; that is, students are expected to have a basic understanding of motivation of research, formulation of hypotheses, collection of data, testing of hypotheses, empirical analysis and dissemination of results, etc. Some background in psychology is helpful, but it is not required.

Course materials:
Required book:
  Note: the 4th edition has been substantially revised for various chapters. Previous editions won’t be useful for this class.
  ➢ (You may want to purchase an e-copy from Wiley.com or an e-text from Amazon.com)

Optional book:

Miscellaneous readings and PowerPoint slides will be posted on CANVAS, or links will be provided. Required readings are listed at the end of this syllabus. Some readings may change over the course of the quarter at the discretion of the instructor.

Grading
This course relies on continuous work during the quarter (weekly assignments). Grading is based on quality of assignments and timeliness of submissions. Quality of assignments mean addressing all aspects asked on a given homework. For example, if there are 3 aspects to be developed and only 2 are addressed, only 2/3 of the points will be granted.
Each of these aspects has assigned points for a total of 385 points (no grading scale based on percentage distribution; it’s based on points).
At the end of the quarter, if you are the upper end of any range, you will not automatically go up to the next range; for example, if you earned 365 points in the quarter, you will not go automatically to 366. I encourage you to make sure to work so you are well within the range where you would like to be.
There is neither a mid-term nor a final exam, but a series of homeworks. The final assignment is a survey questionnaire designed by the student.

Grading points for this class.

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<thead>
<tr>
<th>Grade letter</th>
<th>Min</th>
<th>Max</th>
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<tbody>
<tr>
<td>A</td>
<td>366</td>
<td>385</td>
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### Notes

- This syllabus might be modified during the course at the discretion of the instructor.
- Any student who may need special accommodation should contact Student Disability Services, or alert the instructor to make any necessary arrangements.
- The University’s policies regarding students with disabilities are available here. Timely notifications are required to ensure that your accommodations can be implemented. Currently registered students are asked to notify the Harris Student Disability Liaison, Eman Alsamara (ealsamara@uchicago.edu) of their access requests by the end of the first week of the quarter.
- The University’s policies on diversity and inclusion are available here. The Harris School’s commitments to lively, principled, and respectful engagement are available here.
- I welcome any comments you may have throughout the course, and I would like to hear about any difficulties you experience. The sooner I hear from you, the sooner I can act.
- Always feel free to speak to me directly or send an email to coordinate a conversation.
- There is a late-submission policy on assignments. Three points will be deducted per each hour past.
- **NO ACADEMIC DISHONESTY WILL BE TOLERATED. SERIOUSLY.**
- The Harris School’s student policies are available on the policies page of our website.
  - The Academic Honesty and Plagiarism section expresses the main principles.
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<thead>
<tr>
<th>Week of</th>
<th>Class topic</th>
<th>Homework Number &amp; Description</th>
<th>Points</th>
<th>Cumulative points</th>
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<tbody>
<tr>
<td>(1) March 28</td>
<td>Introduction to class and initial discussion. Survey Research Background/ Best Practices &amp; Ethics</td>
<td>Class: Wed 3/30, 4:30pm CT  HW#1: Your background &amp; Ethics questions. HW#1 Due: Sunday April 3, 8:00 pm CT (via Canvas).</td>
<td>HW1: 40 pts</td>
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<td>(2) April 4</td>
<td>Fun 101: Research Plan</td>
<td>Class: Wed 4/6, 4:30pm CT  HW#2. Proposed research (or topic of choice) HW#2 Due: Sunday April 10, 8:00 pm CT (via Canvas).</td>
<td>HW2: 40 pts</td>
<td>80 pts</td>
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<td>(3) April 11</td>
<td>Total Survey Error</td>
<td>Class: Wed 4/13, 4:30pm CT  HW#3. Selection of 20 existing survey questions on assigned topic (or topic of choice) HW#3 Due: Sunday April 17, 8:00 pm CT (via Canvas).</td>
<td>HW3: 40 pts</td>
<td>120 pts</td>
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<td>(4) April 18</td>
<td>Writing Questions</td>
<td>Class: Wed 4/20, 4:30pm CT  HW#4. Draft 1 of proposed questionnaire HW#4 Due: Sunday April 25, 8:00 pm CT (via Canvas).</td>
<td>HW4: 60 pts</td>
<td>180 pts</td>
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<td>(5) April 25</td>
<td>Visual principles</td>
<td>Class: Wed 4/27, 4:30pm CT  HW#5. Draft 2 of proposed questionnaire HW#5 Due: Sunday May 1, 8:00 pm CT (via Canvas).</td>
<td>HW5: 65 pts</td>
<td>245 pts</td>
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<td>(6) May 2</td>
<td>Measuring Attitudes &amp; Measurement Effects</td>
<td>Class: Wed 5/4, 4:30pm CT  HW#6 : Feedback to assigned peers on HW5. HW#6 Due: Sunday May 8, 8:00 pm CT (via Canvas).</td>
<td>HW6: 60 pts</td>
<td>305 pts</td>
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<td>(7) May 9</td>
<td>Cognitive Testing &amp; Evaluation Methods</td>
<td>Class: Wed 5/11, 4:30pm CT (AAPOR week) HW#7: Cognitive testing protocol and report. HW#7 Due: Sunday May 15, 8:00 pm CT (via Canvas).</td>
<td>HW7: 40 pts</td>
<td>345 pts</td>
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<td>(8) May 16</td>
<td>Cognitive Testing &amp; Evaluation Methods</td>
<td>Class: Wed 5/18, 4:30pm CT  HW#8: Final questionnaire HW#8 Due: Sunday May 22, 8:00 pm CT (via Canvas).</td>
<td>HW8: 40 pts</td>
<td>385 pts</td>
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<td>(9) May 23</td>
<td>Practical considerations in surveys</td>
<td>Class: Wed 5/25, 4:30pm CT  HW#9. TBD&gt;These may be extra points.</td>
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<td>(10) May 30</td>
<td>No Class (Week of finals)</td>
<td>Class: Wed 6/1, 4:30pm CT (NO CLASS)</td>
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Required Readings

Week 1 (March 28) Introduction to class and initial discussion, Survey Research Background, Best Practices & Survey Research Ethics
- No readings prior to class, but I ask you to read **during** Week 1:

Optional:

Week 2 (April 4) Fun 101: Research Plan & Conceptualizing Survey Questions
  - Introduction
  - Basic Survey Questionnaire Elements
  - Conceptualizing Survey Questions
- Chapter 4 (Dillman): The fundamentals of writing questions

Optional:
- Chapter 1 (Dillman): Sample surveys in our electronic world
- Chapter 2 (Dillman): Reducing people’s reluctance to respond to surveys

Week 3 (April 11) Total Survey Error

Week 4 (April 18) Writing Survey Questions
- Chapter 5 (Dillman): How to write open- and closed-ended questions

Optional:
Week 5 (April 25) Visual Principles for Questionnaire Design
- Chapter 6 (Dillman): Aural vs Visual design of questions and questionnaires

Optional:

Week 6 (May 2) Measuring Attitudes & Measurement effects
  https://methods-sagepub-com.proxy.uchicago.edu/foundations/measuring-attitudes
- Chapter 7 (Dillman): Ordering questions and testing for question order effects

Optional:

Week 7 (May 9) Cognitive testing and Evaluation Methods

Optional:

Week 8 (May 16) Cognitive testing and Evaluation Methods, Continued.

TBD

Week 9 (May 23) Practical considerations in surveys

Optional:
- Chapter 8-11 (Dillman)

Other recommended readings (Optional)

• Chapter 12 (Dillman): Responding to societal change and preparing for what lies ahead