Lead instructor:
René Bautista, PhD
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  @rene_bautista

Guest co-instructor:
Ipek Bilgen, PhD
Email: Bilgen-Ipek@norc.org
  @IpekBilgn

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

Teaching Assistants:
TBD

TA Office hours: To be announced by TAs
Instructor office hours: Time (TBD): 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.

Class Wed 4:30 PM - 7:20 PM U.S. Central Standard Time
Room: KELL1022

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 wouldn’t 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 homework. The final assignment is a survey questionnaire designed by the student.
Grading points for this class.

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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 reach out to Marley Mandelaro — Assistant Director of Academic Advising & Academic Services (mbmandelaro@uchicago.edu) for more information 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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<th>Class topic</th>
<th>Homework Number &amp; Description</th>
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| (1) March 20 | Introduction to class and initial discussion.  
Survey Research Background/Best Practices & Ethics | Class: Wed 3/22, 4:30pm CT  
HW#1: Your background & Ethics questions.  
HW#1 Due: Saturday 3/25, 8:00 pm CT (via Canvas). | HW1: 40 pts  | --               |
| (2) March 27 | Fun 101: Research Plan                                                    | Class: Wed 3/29, 4:30pm CT  
HW#2: Proposed research (or topic of choice)  
HW#2 Due: Saturday 4/1, 8:00 pm CT (via Canvas). | HW2: 40 pts  | 80 pts           |
| (3) April 3  | Total Survey Error                                                        | Class: Wed 4/5, 4:30pm CT  
HW#3: Selection of 20 existing survey questions on assigned topic (or topic of choice)  
HW#3 Due: Saturday 4/8, 8:00 pm CT (via Canvas). | HW3: 40 pts  | 120 pts          |
| (4) April 10 | Writing Questions                                                          | Class: Wed 4/12, 4:30pm CT  
HW#4: Draft 1 of proposed questionnaire  
HW#4 Due: Saturday 4/15, 8:00 pm CT (via Canvas). | HW4: 60 pts  | 180 pts          |
| (5) April 17 | Visual principles                                                          | Class: Wed 4/19, 4:30pm CT  
HW#5: Draft 2 of proposed questionnaire  
HW#5 Due: Saturday 4/22, 8:00 pm CT (via Canvas). | HW5: 65 pts  | 245 pts          |
| (6) April 24 | Measuring Attitudes & Measurement Effects                                 | Class: Wed 4/26, 4:30pm CT  
HW#6: Feedback to assigned peers on HW5.  
HW#6 Due: Saturday 4/29, 8:00 pm CT (via Canvas). | HW6: 60 pts  | 305 pts          |
| (7) May 1    | Cognitive Testing & Evaluation Methods                                     | Class: Wed 5/3, 4:30pm CT (AAPOR week)  
HW#7: Cognitive testing protocol and report.  
HW#7 Due: Saturday 5/6, 8:00 pm CT (via Canvas). | HW7: 40 pts  | 345 pts          |
| (8) May 8    | Cognitive Testing & Evaluation Methods                                     | Class: Wed 5/10, 4:30pm CT  
HW#8: Final questionnaire  
HW#8 Due: Saturday 5/13, 8:00 pm CT (via Canvas). | HW8: 40 pts  | 385 pts          |
| (9) May 15   | Practical considerations in surveys                                       | Class: Wed 5/17, 4:30pm CT  
HW#9: TBD>These may be extra points. | |                 |
| (10) May 22  | No Class (Reading Period)                                                  | Class: Wed 5/24, 4:30pm CT (NO CLASS)                                                         | --       |                  |
Required Readings

Week 1 (March 20) Introduction to class and initial discussion, Survey Research
Background, Best Practices & Survey Research Ethics
- No “official” readings prior to class, but during Week 1, I ask you to read:

Optional:

Week 2 (March 27) Fun 101: Research Plan & Conceptualizing Survey Questions
  - Read ➔
    - 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 3) Total Survey Error
- Optional (but strongly recommended):

Week 4 (April 10) Writing Survey Questions
- Chapter 5 (Dillman): How to write open- and closed-ended questions

Optional:

**Week 5 (April 17) Visual Principles for Questionnaire Design**
- Chapter 6 (Dillman): Aural vs Visual design of questions and questionnaires
- Optional:

**Week 6 (April 24) Measuring Attitudes & Measurement effects**
  [https://methods-sagepub-com.proxy.uchicago.edu/foundations/measuring-attitudes](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 1) Cognitive testing and Evaluation Methods**
- Optional:

**Week 8 (May 8) Cognitive testing and Evaluation Methods, Continued.**
- Optional:
  - Chapter 8-11 (Dillman)
Week 9 (May 15) Practical considerations in surveys

Optional (but strongly encouraged):


Other suggested good sources (good references for your professional life):

- https://academic.oup.com/jssam
- https://academic.oup.com/poq
- https://www150.statcan.gc.ca/n1/pub/12-001-x/index-eng.htm
- https://ojs.ub.uni-konstanz.de/srm/
- https://sciendo.com/journal/JOS