ESM 269: Survey Design & Env. Public Opinion

Syllabus updated 3/19/2021
Heather Hodges, hehodges@ucsb.edu, please include ESM 269 in all subject lines
Lectures: M 4:00-5:15 via zoom
Office Hours: F 12:00-1:00 and by appointment

COURSE OBJECTIVES

These are likely to differ for each of you. Assignments & readings will be flexible, therefore allowing each of you to chart out your own plan for the quarter.

- Primary Objective: To learn survey design applicable to group project work, academic research, and future jobs.
  - Applied Survey Research: For those of you hoping to conduct a survey in the near future or are already underway, then the course objectives should correspond directly to your project / survey
  - Survey Research Literacy: If you don’t have anything specific in mind, then your objectives can be geared more developing survey research competency and a general sense of how to conduct survey research

LEARNING OUTCOMES

- Recognize when surveys or polls are an appropriate tool for data collection – surveys are not always the best or most appropriate way to gather data on a population
- Distinguish the good (survey data and procedures) from the bad – you’ll hear yourself thinking, ‘these statistics are based on shady data’ or ‘who did they poll?’
- Understand the use of different types of questions and scales in survey research – some questions serve to create a scale / measure, others are more explorative, and the options you give respondents really matter
- Know the step-wise process for developing a questionnaire & appropriate analysis - from literature review to question development, pre-testing, expert review, recruitment, and analysis

MATERIALS

- GauchoSpace: I will post all additional readings, assignments, resources, and links to our course page. Please check here for all your questions.

COURSE PLAN & ASSESSMENT

Due to the necessity for remote instruction, I’m proposing to flip the classroom. This is a proposed plan for what to expect (subject to change).

- Prior to lecture complete the week’s readings / activities on GS, these may include:
  - Watching a mini-lecture pertaining to main concepts from course text
  - Reading a news articles or watching a video
  - Finding your own article to share
  - Submitting a reflection & skimming peers’ reflections
- During lecture:
Expect lecture to only last ~ 40 minutes during which time we’ll discuss prompts / activities assignment by the instructor in small breakout groups (I’m cutting our lecture time shorter because I’m asking you to do more outside of lecture).

Option 1 (geared toward someone who does not have an active survey)

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<tr>
<th>Assessment</th>
<th>Details</th>
<th>Where / format</th>
<th>Course %</th>
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<tbody>
<tr>
<td>Participation</td>
<td>I’m interested in quality over quantity. Participate in the way that best serves your learning process (this may be in class, online, in your group discussion, etc). I’m assuming you will come to class weekly, if I notice a major fall off then we can have a discussion as to how this could affect your grade.</td>
<td>Open</td>
<td>50</td>
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<tr>
<td>Reflections</td>
<td>5 reflections, ~200 words each, posted 24 hours prior to class</td>
<td>GS</td>
<td>50</td>
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*Feel free to use some of the assignments below to guide reflections as well.

Option 2 (geared toward someone w/ an active or soon to be active survey)

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<td>Open</td>
<td>30</td>
</tr>
<tr>
<td>Assignment #1</td>
<td>Survey brief</td>
<td>GS, doc/docx</td>
<td>30</td>
</tr>
<tr>
<td>Assignment #2</td>
<td>Instrument matrix</td>
<td>GS, doc/docx</td>
<td>20</td>
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<tr>
<td>Assignment #3</td>
<td>Analysis plan</td>
<td>GS, doc/docx</td>
<td>20</td>
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*I’m happy to negotiate different deliverables for 1, 2, & 3, just let me know you have in mind.

**ASSIGNMENT DESCRIPTIONS**

Reflections – Prepare ~100-300 word responses to the week’s materials / readings. This is an open reflection, you can consider what stood out to you, how the pieces fit together, what seemed confusing or especially interesting, etc. These can be delivered in a variety of mediums, maybe a mind map, sketch, short video or audio recording, or text. Please make one clear, concise, and well-structured argument.

Assignment #1 – Survey brief: write a one-page brief summarizing and analyzing a survey. Include a description of the participants, recruitment, and key results. Also discuss what else you would’ve liked to know and how you would change the survey, given the chance. Do not discuss what else you would’ve liked to know and how you would change the survey, given the chance. Do not summarize the whole survey if it’s especially long, just pick a few interesting variables / results. Include two headlines that could be used to capture the attention of a potential reader. You may do this individually, in pairs, or groups of 3.

Below are sources for environmental polls, but feel free to pick another (it doesn’t have to be on the environment) OR assess your own work:

- [http://www.pollingreport.com/enviro.htm](http://www.pollingreport.com/enviro.htm)
Assignment #2 – develop a matrix (excel / sheet) that identifies possible questions for your survey instrument. This may include reliable & validated pre-existing questions as well as those you have developed yourself. These should stem from the literature and form the outline for what your final questionnaire may look like. This process will be discussed in more detail in class.

Assignment #3 – Survey analysis plan: Your submission should include a research question & hypothesis, description of the data, what descriptive statistics you plan to present and the models/stats you want to use. You may complete this individually, in pairs, or groups of 3. The submission should not be more than 2 pages in length.

DON’T FORGET

Accommodations: If you’d like to request academic accommodations due to a disability, please contact the Disabled Students Program.

Plagiarism: If you use an idea or a fact without attribution, you are plagiarizing someone else’s work. Plagiarism and cheating are violations of academic integrity. As specified by UCSB’s academic conduct policy, such violations will result in disciplinary actions, including referral to judicial affairs. Plagiarism is submitting a piece of work which in part or in whole is not entirely the student’s own work without attributing those same portions to their correct source. For examples of plagiarism and how to avoid it, see this flyer. For more information on UCSB’s policies, go here.