ESM 269: Survey Design & Env. Public Opinion
Syllabus updated 4/01/2023
Spring 2023 Instructor: Heather Hodges
Lectures: W 5-6:15 1424 Bren Hall
Office Hours: TBD

COURSE OBJECTIVES
Primary Objective: To learn best practices in survey DESIGN (not analysis, administration, etc), which will overlap with best practices in research design and therefore be applicable to group project work, academic research, and future jobs.

- Applied Survey Research: You will all be expected to workshop your own survey in this course, either solo or with a group. If you do not have a potential survey project then I do not recommend you take this course.
- Survey Research Literacy: Through a deep dive into the survey design of your own work and that of your peers you will learn best practices for all survey research, including ethical considerations, question wording, planning, and methodology.

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 planning - from literature review to question development, pre-testing, expert review, recruitment, and analysis prep.
- This is not a course on how to use R scripts to analyze your survey results, there are hundreds of great resources online that can cover that on your own time and is more helpful once you have data in hand.

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
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:
  - We will discuss prompts / activities assignment by the instructor in small breakout groups (I will on occasion cut lecture time in order to allow in person workshopping of existing surveys that may or may not require the group’s attention).
Option 2 (geared toward someone w/ an active or soon to be active survey)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Details</th>
<th>Where / format</th>
<th>Course %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Review</td>
<td>Surveys are most improved through multiple peer review sessions. It’s through the eyes of others that you often catch your biggest mistakes and it’s through reviewing others’ surveys that you’re able to learn about how to improve your own. This grade will reflect your peer review of the following three assignments.</td>
<td>Eli Review</td>
<td>30</td>
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<tr>
<td>Assignment #1</td>
<td>Survey brief</td>
<td>GS, doc/docx</td>
<td>30</td>
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<td>Assignment #2</td>
<td>Instrument</td>
<td>GS, doc/docx</td>
<td>20</td>
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<td>Assignment #3</td>
<td>Questionnaire Testing</td>
<td>GS, doc/docx</td>
<td>20</td>
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**ASSIGNMENT DESCRIPTIONS**

**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 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)
- [http://www.lcv.org/polls/](http://www.lcv.org/polls/)
- [http://www.yale.edu/envirocenter/environmentalpoll.htm](http://www.yale.edu/envirocenter/environmentalpoll.htm)
- [http://www.washingtonpost.com/wp-dyn/content/politics/polls/](http://www.washingtonpost.com/wp-dyn/content/politics/polls/)
- [http://www.ppic.org](http://www.ppic.org)

**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 –** Now it’s time to test out those questions on innocent bystanders! (Well, you’re friends, housemates, strangers on the sidewalk, etc.) This will consist of multiple iterations to lend opportunities for improvement. Examples from your work will be used in class for live editing sessions throughout the quarter.

**DON’T FORGET**

**Accommodations:** If you’d like to request academic accommodations due to a disability, please contact the [Disabled Students Program](https://www.scsb.engr.ucsb.edu/services/disabilities/).

**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.