

Kathleen Hallihan

From: Edward Adelson [adelson.3@osu.edu]
Sent: Wednesday, November 28, 2007 10:04 PM
To: Smith, Randy; Dutta, Lakshmi; Kay Halasek
Cc: Kate Hallihan; Terry L. Gustafson
Subject: Transmittal letter for Survey Research Minor

November 28, 2007

DEC - 5 2007

W. Randy Smith
Vice Provost
Office of Academic Affairs
200 Bricker Hall
CAMPUS

OFFICE OF ACADEMIC AFFAIRS

Dear Randy:

I am pleased to forward to you a proposal from the ASC CCI for a minor in Survey Research. The minor was endorsed earlier this fall by the Interdisciplinary Subcommittee of the CCI. Lead faculty involved in the formation of this minor were Professors Herb Weisberg of Political Science and Jerry Kosicki of the School of Communication.

The development committee for the minor was comprised of fourteen faculty representing disciplines from across the Arts and Sciences and several professional colleges, and a significant number of additional faculty provided input and attended initial planning meetings. The minor is expected to be of interest to students from across many disciplines, including agricultural, environmental, and development economics, city and regional planning, communication, consumer sciences, economics, education, geography, human development and family science, human nutrition, marketing, environment and natural resources, political science, psychology, public health, sociology, and statistics.

As the field of Survey Research is inherently interdisciplinary, the formation of this minor benefited from the broad-based interest of faculty from a number of disciplines.

There are two required foundations courses for the minor: Political Science/Communication 449: Foundations in Survey Research (5 credit hours), and Statistics 451: Basic Statistical Foundations of Survey Research (5 credit hours). In addition, an internship or research experience (such as a 699 course) is required. The minor requires a minimum of 23 hours of course work, with the balance of elective courses coming from ASC and professional college course options.

I look forward to being of assistance during the process of CAA consideration.

Sincerely,
Ed Adelson
Associate Executive Dean
Arts and Sciences

11/29/2007

DEC - 5 2007

OFFICE OF ACADEMIC AFFAIRS

**Proposal for an Interdisciplinary Minor in
Survey Research**

The Colleges of the Arts and Sciences

Development Committee:

Wen S. Chern
Prabu David
Don Eckert
Kevin Evans
Tim Haab
Randy Hodson
Amy Ferketich
Gerald Kosicki
Thomas Nygren
Morton O'Kelly
Jill Psfister
Jim Rathman
Deborah Rumsey
Herb Weisberg

Rev 10/2/07

Proposal for an Interdisciplinary Minor in Survey Research

This proposal is to establish a new undergraduate minor in Survey Research. The goal of this interdisciplinary minor is to provide students with a framework to understand and utilize survey research. Survey research is a powerful and flexible set of tools that can measure human attitudes, beliefs, and behaviors. It is an inherently interdisciplinary field, combining theoretical insights on individual response processes with statistical theory to deal with the practical problems inherent in field research. The field encompasses such disciplines as agricultural, environmental, and development economics, city and regional planning, communication, consumer sciences, economics, education, geography, human development and family science, human nutrition, marketing, environment and natural resources, political science, psychology, public health, sociology, and statistics. It is expected that the minor will be attractive to students in these various disciplines.

This minor will provide a curricular opportunity that parallels that offered to graduate students at Ohio State through the Graduate Interdisciplinary Specialization in Survey Research. This specialization has been in existence since Autumn Quarter 2000. Since that time 30 graduate students have completed the specialization. In addition, approximately 28-30 students are engaged in the coursework.

This minor will better prepare our undergraduate students to engage in survey research endeavors including the Denman Research Forum. In addition, it will better prepare those who wish to pursue graduate opportunities in fields that use survey research as a primary method of inquiry. Lastly, the minor positions students well to enter the work force in jobs that entail survey research or the results of such endeavors.

Ohio State University has a leading role in the development of this minor at the undergraduate level. Although graduate programs exist at a few of our peer institutions, there are no other undergraduate programs. Due to our strong undergraduate participation in research, this minor is needed and will enable our students to more effectively pursue survey research both during and after their undergraduate programs.

Development of the Minor

The development of this minor arose from faculty interest. Interest was expressed by the faculty involved in the Graduate Interdisciplinary Specialization in Survey Research. As this body includes interested faculty from a range of academic units on campus, this group formed the initial core of the development committee. Notices were sent of development meetings to additional faculty and chairs of academic units who were thought to have possible interest in the area. Faculty from the following academic units participated in the development of the minor: Agricultural, Environmental and Development Economics, Allied Medical Professions, Chemical Engineering, Communication, Food, Agricultural, and Environmental Sciences, Geography,

Environment and Natural Resources, Political Science, Psychology, Public Health, Sociology, and Statistics. Comments and suggestions were solicited from the chairs of all academic units with courses listed on the curriculum, and involvement was encouraged from throughout the Arts and Sciences and other colleges on campus. The proposal was shared with various student groups and feedback solicited (see Appendix D).

Curriculum

The proposed undergraduate minor in Survey Research requires completion of a minimum of 23 credit hours. Students must successfully complete a required foundational course and a companion statistics course. In addition, students must complete at least 3 credit hours in a practical application experience. Students choose elective courses to complete the 23 credit hours.

Foundational Course:

All students are required to take **Political Science/Communication 449: Foundations in Survey Research (5 credit hours)**. This course has been modified from an existing course, Political Science 581 Survey Research in Political Science. Initially the course will be cross-listed with Communication, but we are open to multiple offerings across campus under this course number. A maximum of one section will be offered per quarter. Coordination of these offerings will come under the purview of the Arts and Sciences Office of Interdisciplinary Programs and the Faculty Advisory Committee, which will provide oversight for the minor.

This course gives students a strong foundation in the principles, techniques, and problems involved in conducting survey research. A subcommittee of the development committee outlined core concepts that should be covered in this course: overview of survey process, total survey error approach, uses of survey research in the world, sampling (weighting), measuring concepts (reliability, validity), question writing and questionnaire construction, satisficing, pre-testing strategies (cognitive interviews), data collection modes, factors affecting response rates, ethics (IRB, HIPPA), basics of data analysis, nonresponse, and interpreting results.

It is expected that the foundational course will be offered at least once per year. As it can be offered by multiple academic units, additional courses will be offered to meet student demand.

Companion Statistical Course:

The Department of Statistics has developed a required companion course, **Statistics 451 Basic Statistical Foundations of Survey Research (5 credit hours)**. This course has been designed to be a companion course for the 449 course and provide students with more in-depth foundation in statistical procedures and issues in conducting survey

research. The course incorporates laboratory work designed to give hands-on experience. Initially, it will be offered one quarter per year.

In order to allow for broad student participation, both of these courses have minimal prerequisites. Both require students complete an introductory course in data analysis, such as Statistics 135, Political Science 585, Psychology 320 or Sociology 549, and Statistics 451 also requires completion of college mathematics at the Mathematics 104 level or equivalent.

Practical Applications:

Students are expected to complete at least 3 credit hours in an application of survey research methods. This may be in an internship (489 courses or equivalent) or research experience (699 courses) approved by the Faculty Advisory Committee or this requirement may be satisfied in a course setting.

Courses that provide such an applied experience include:

Sociology 487	Types of Sociological Inquiry (5 crs)
Sociology 651	Approaches to Sociological Inquiry (5 crs) (will be taught every SP)

Elective Courses:

Students must complete additional elective courses to satisfy a total of 23 credit hours. Prerequisites (listed in Appendix B) may be waived for minors, so students are advised to consult regularly with their advisor. Elective course offerings strengthen the knowledge base of students in survey research methodology and allow students to gain more skills in the application of this knowledge base.

Allied Medicine 645	Health Risk Assessment: Theory and Practice (3 crs)
Bus Admin:M & L 758	Marketing Research (4 crs)
Communication 545	Strategic Media Planning (5 crs)
Communication 620	Public Opinion and Communication (5 crs)
Communication 650	Investigating Communication through Interactive Technology (5 crs)
Communication 672	Qualitative Interviewing as Communication Practice (5 crs)
Geography 607	Fundamentals of Geographical Information Systems (4 crs)
Geography 686	GIS in Social Science and Business Research (5 crs)
Geography 695	Undergraduate Seminar in Applied Geography (5 crs)
Political Science 503	Public Opinion (5 crs)
Psychology 511	Psychological Testing (4 crs)
Psychology 597.02	Testing in Modern Society (5 crs)
Psychology 630	Psychology of Public Attitudes (3 crs)

Note: Students may not count courses for both their major and a minor. They must designate whether they will count a course for either the major or the minor.

See Appendix E for syllabi from both foundational and elective courses.

Administration and Advising

The minor will be listed in the OSU Bulletin as “an interdisciplinary minor offered through The Colleges of the Arts and Sciences.” An interdisciplinary Faculty Advisory Committee will be formed with representatives from the major departments offering coursework within the minor and will include a representative from the university academic advising community. The Committee will be appointed by the Associate Executive Dean of the Colleges of the Arts and Sciences according to the guidelines approved for interdisciplinary programs by the Colleges of the Arts and Sciences Committee on Curriculum and Instruction (CCI). This committee will evaluate the minor curriculum and course offerings and meet at least once per year in order to make recommendations to the CCI Subcommittee A regarding policy rules, the addition of courses to the minor, student learning outcome assessment, and the status of the minor. The CCI will have curricular oversight of the program.

Advising will be done by professional departmental advisors, in conjunction with Arts and Sciences advisors, as well as participating faculty. Program materials will be available through the Office of Interdisciplinary Programs within the Colleges of the Arts and Sciences, the Arts and Sciences Curriculum Office, and through the interdisciplinary program website of the Colleges of the Arts and Sciences. Advisors will be provided with any needed education re the requirements of the minor and the selection of courses. Students will be able to declare this minor with their advisors. DARS will be used for degree certification if students choose approved courses for the practical requirement. If students elect to apply internship or research coursework to satisfy the practical component, they will need to have experiences approved by faculty on the Faculty Advisory Committee.

Enrollment Projection

It is expected that this minor will be attractive to a wide variety of majors. It is expected that students majoring within allied medical professions; business; education; engineering; food, agricultural and environmental sciences; public health; social and behavioral sciences; social work; and statistics will show particular interest as that is where student interest is currently noted. The minor will be attractive to any undergraduate who might be interested in utilizing survey research at any point in their academic or professional endeavors.

The minor will be advertised to students via several ways: through the creation of a minor requirement sheet maintained by the Colleges of the Arts and Sciences Curriculum Office, which will be circulated to advisors and relevant faculty, through the posting of curricular information on the Office of Interdisciplinary Programs within the Colleges of the Arts and Sciences website, and through establishing links on participating

departments' websites. It is expected that the minor will initially attract a total of 12-15 students and grow to attract 35-40 students within five years. The Faculty Advisory Committee will monitor growth of student participation in the minor and make recommendations about possible increases in seat availability, if needed.

Resources and Expenses

Current facilities and staff resources are adequate to support this minor. The interdisciplinary cooperation of units allows students to benefit from the resources that exist in disparate units in such a way that enhances the networking among units.

As the majority of the minor curriculum can be delivered by existing coursework, current faculty levels are seen as adequate to staff the courses. The cross-listing of the foundational theory course allows access to a wider teaching resource pool such that one unit is not burdened with always offering the course. The new Statistics course was proposed to service both this minor and the new Statistics minor, so resources are being used efficiently. As the minor assists in connecting interested students to specific courses, it is expected that new courses may be developed as there will be a body of students to populate them. Our current budgetary system should reinforce the development of new courses as the interested student body grows. See Appendix A for a listing of faculty who regularly teach courses and conduct research in this area.

Competitiveness With Other Institutions

Although there are graduate programs in survey research both at Ohio State and at some of our peer institutions, we are not aware of any minor programs being offered by other institutions in Ohio or at peer institutions.

Administrative Support for the Minor

The establishment of this minor is supported at various levels. It has the support of the Executive Dean of the Colleges of Arts and Sciences, Jacqueline Royster. Additional program concurrence and support has been obtained from many academic units and administrators (see Appendix C).

Implementation Date

The minor in Survey Research is proposed for implementation in Autumn Quarter 2007.

Student Learning Assessment

Learning Goals:

1. Students should be able to articulate an understanding of the methods and issues associated with survey research.

2. Students should be able to articulate an understanding of the statistical methods involved in survey research and their application with representative and generalizable samples.
3. Students should be able to apply both survey and statistical methods to participate in and evaluate survey research.

Assessment Plan:

1. Enrollment will be evaluated, as possible, on both the program and course levels on a yearly basis. On a program level, the number of students enrolled in the minor will be tracked. Additional student information, such as student major, honors and scholar affiliation, course selection, and performance in the minor will be assessed. At a course level, enrollment and seat availability in specific minor courses will be evaluated. Possible barriers to completing the minor in a timely fashion may be shown by enrollment trends. As students may not declare their minor until application for graduation, retrospective data will be collected and compared to data collected on a quarterly and annual basis.
2. A focus group of graduating minors will be used, if available the second year as an assessment tool for evaluating mastery of the learning goals of the minor. This assessment will occur in the Spring Quarter. The focus group will explore student perceptions of: (1) the attainment of the above goals, and (2) the structure, availability, and sequencing of courses in the minor. In addition to the focus group, a sample of research project reports written by students in their practical coursework will be solicited and evaluated. Student mastery of the learning goals for the minor will be evaluated the second, third, and fourth year and then every 5th year.
3. As enrollments increase, assessment will move to a survey of graduating minors, again stressing of attainment of the above goals, and the structure, availability and sequencing of courses in the minor.

Dissemination:

The assessment will be supervised by the oversight committee for the minor and the results will be used for considering improvements in the minor program. The oversight committee also will summarize the results, along with any plans for changes and improvements in the minor, as a report to be distributed to the Arts and Sciences Curriculum Subcommittee A and to the faculty and academic units participating in the minor.

APPENDIX A: FACULTY

Faculty and staff listed below have research and/or teaching interests in Survey Research or related disciplines at The Ohio State University.

Nancy Betz	Department of Psychology
Kathleen Carr	Department of Sociology
Wen S. Chern	Department of Agricultural, Environmental, and Development Economics
Prabu David	School of Communication
Don Eckert	School of Environment and Natural Resources
Michael Edwards	Department of Psychology
Kevin Evans	School of Allied Medical Professions
William Eveland	School of Communication
Amy Ferketich	College of Public Health
Tim Haab	Department of Agricultural, Environmental, and Development Economics
Andrew Hayes	School of Communication
Luke Keele	Department of Political Science
Gerald Kosicki	School of Communication
Andrew Martin	Department of Sociology
Thomas Nelson	Department of Political Science
Randall Olsen	Department of Economics
Richard Petty	Department of Psychology
Jim Rathman	Department of Chemical and Biomolecular Engineering
Deborah Rumsey	Department of Statistics
Herb Weisberg	Department of Political Science

APPENDIX B: Prerequisites for Courses

Students are encouraged to check with the instructors as there may be appropriate substitutions for prerequisites.

Foundational Course

Political Science/Comm 449 GEC data analysis course (Stat 135, PS 585, Soc 549, or equiv)

Companion Statistical Course

Statistics 451 One introductory course in data analysis (such as Stat 135) and college algebra (Math 104 or equivalent)

Practical Applications

Sociology 487 Criminol or fm&hu dv or int stds or social major, or social or criminal minor and junior standing; or permission of instr

Sociology 651 Soc 649 or equiv, or perm of instr

Electives

Allied Medicine 645 Allied Health 640 or permission

Bus Admin: M & L 758 Bus Admin M & L 650; Bus-Mgt 330 and 331 and Bus Adm 499

Communication 545 Com 431 or J Com 431 and Journal or Comm major or permission of instr

Communication 620 Journal or Comm major or grad standing or permission of instr

Communication 650 None

Communication 672 Journal or Comm major or grad standing or permission of instr

Geography 607 Geog major or perm of instr

Geography 686 One course at the 300 level or above in human geography, marketing, or planning; prereq or concur Geog 685 or perm 20 credit hours in Geog

Geography 695

Political Science 503 None

Psychology 511 Psych 100; 219 or 221 or 220 or 320, or Stat 145 or 245

Psychology 597.02 Jr or sr standing

Psychology 630 Psych 219 or 220 or 320 or Stat 145 or 245; and Psych 325 or 367.01

APPENDIX C:
Program Concurrence Forms

The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences 3/12/07

 Initiating Academic Unit Date

Survey Research

 Program Title

Minor Undergraduate

 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

School of Allied Medical Professions

 Academic unit asked to review the request

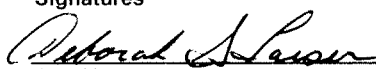

4/6/07

 Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The School of Allied Medical Professions supports the Survey Research minor. We expect that SAMP students with an interest in research may find this an attractive minor. Survey research plays a large role in the allied health fields so this would be very appropriate for our students. AM 645 would be available for students pursuing the minor.

Signatures

  SAMP 3-30-07
 1. Name Position Unit Date

2. Name Position Unit Date

3. Name Position Unit Date

Linda Schoen

From: Carroll Glynn [glynn.14@osu.edu]
Sent: Monday, March 12, 2007 1:38 PM
To: Linda Schoen; 'Carroll Glynn'
Cc: david.15@osu.edu; kosicki.1@osu.edu; 'Linda Schoen'
Subject: Re: Proposed Interdisciplinary Undergraduate Minor in Survey Research

Hi Linda,

I just realized I didn't get back with you on this. I am fine with Prabu proceeding with 449 and with having the other courses listed below serve as minor course electives. Prabu, did you want 660 listed as well?

Carroll

At 06:00 PM 3/8/2007, Linda Schoen wrote:

Dear Carroll,

We have been working on a new interdisciplinary undergraduate minor in Survey Research. It has been suggested that a new course, Comm 449 will be proposed which will be cross-listed with Poli Sci 449. This course will be a required core course for the minor. We discussed that the course would be taught initially by Poli Sci but then negotiated to be taught by other units as well. The course would be offered under a single unit's name and any generated revenues will flow back to the unit as it does with any other course. I would be happy to discuss the details of this if there are any questions. Also, the development committee suggested the inclusion of the following Communication courses as elective courses:

Comm 545
Comm 620
Comm 650
Comm 672

If the School of Communication concurs with these suggestions, please send me copies of the syllabi, a new course form for Comm 449 (and a proposed syllabus?), and the attached concurrence form by April 6, 2007.

Many thanks,

Linda

Linda G. Schoen
Assistant Executive Dean
Office of Interdisciplinary Programs
Colleges of the Arts and Sciences
The Ohio State University
105 Brown Hall
190 West Seventeenth Avenue
Columbus, OH 43210
(614) 247-8277
schoen.16@osu.edu

3/12/2007

Dr. Carroll J. Glynn
Director and Professor
School of Communication
Ohio State University
Columbus, Ohio
(614) 292-7006

The Ohio State University Colleges of the Arts and Sciences Program Concurrence Form	15
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The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences	3/9/07
Initiating Academic Unit	Date

Survey Research
Program Title

Minor	Undergraduate
Program Type (Major or Major Track/Minor or Minor Track/Certificate)	Level

Type of Request (Circle): New Program Program Change

Department of Geography
Academic unit asked to review the request

4/6/07
Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Signatures

1. <i>M. Kelly</i>	<i>Professor & Chair</i>	<i>Geography</i>	<i>4/25/07</i>
Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form

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The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences 3/8/07
 Initiating Academic Unit Date

Survey Research
 Program Title

Minor Undergraduate
 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Department of Political Science
 Academic unit asked to review the request

4/6/07
 Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

We concur with this proposal.

Signatures

1.	Name	Position	Unit	Date
	Mark W. ...	Chair	Political Science	4/10/07
2.	Name	Position	Unit	Date
3.	Name	Position	Unit	Date

The Ohio State University Colleges of the Arts and Sciences Program Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences	3/8/07
Initiating Academic Unit	Date

Survey Research
Program Title

Minor	Undergraduate
Program Type (Major or Major Track/Minor or Minor Track/Certificate)	Level

Type of Request (Circle): New Program Program Change

Department of Psychology
Academic unit asked to review the request

4/6/07
Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The Department of Psychology is pleased to support the Colleges of the Arts and Sciences
--

new minor proposal, Survey Research.

Signatures			
1. Name	UG Studies Cmt Chair	Psychology	11 April 2007
	Position	Unit	Date
2. Name	Department Chair	Psychology	4/16/07
	Position	Unit	Date
3. Name	Position	Unit	Date

Please return this form to the ASC Curriculum Office, 105 Brown Hall, 190 W. 17th Avenue or fax to 688-5678.

08/09/05

The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences	3/9/07
Initiating Academic Unit	Date
Survey Research	
Program Title	
Minor	Undergraduate
Program Type (Major or Major Track/Minor or Minor Track/Certificate)	Level

Type of Request (Circle): New Program Program Change

Department of Sociology
Academic unit asked to review the request
4/6/07
Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

1. Name	Position	Unit	Date
<i>Henry Lee</i>	<i>Chair</i>	<i>Sociology</i>	<i>4/20/07</i>
2. Name	Position	Unit	Date
<i>Paul Bell</i>	<i>DUS</i>	<i>Sociology</i>	<i>4-23-07</i>
3. Name	Position	Unit	Date

The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form

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The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences 3/8/07

Initiating Academic Unit Date

Survey Research

Program Title

Minor Undergraduate

Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Statistics

Academic unit asked to review the request

4/6/07

Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

We think the proposed Interdisciplinary minor in Survey Research is an excellent initiative that will provide an option that should be of interest to a substantial number of our best undergraduates. We wholeheartedly support it!

Signatures

1. <i>Douglas A. Wolff</i>	Chair	Department of Statistics	3/12/07
Name	Position	Unit	Date
2. <i>[Signature]</i>	Vice Chair (undergraduate chair)	Department of Statistics	3/12/07
Name	Position	Unit	Date
3. _____	_____	_____	_____
Name	Position	Unit	Date

APPENDIX D: Student Comments

Notes on survey minor proposal:

-Overall, I think the minor itself will provide a very useful set of skills to the undergraduate students that choose to participate in it. I agree that the program will attract students from a variety of fields, particularly from the social & behavioral sciences. Also, I like the flexibility of the minor program- I think students will find it easier to tailor to the minor to their own interests with a large portion of the 23 hour total coming from a list of electives.

-Because of the interdisciplinary nature of the minor, it is likely that the type of student that will be enrolled in the program will already have multiple academic interests (I wouldn't be surprised if most of the students that express interest are double majors or are pursuing one or more minors). I believe that, in order for a high percentage of interested students to actually be able to complete the minor, the core courses will (at least eventually) need to either be offered every quarter or at multiple times within a designated quarter.

-However, because there are not a lot of prerequisite courses for the core, a student could potentially begin work on the minor as a freshman (ie. take the core courses early and choose electives as they further develop their academic interests). I would recommend that information about the minor be introduced in several early, major-specific classes, or in an introductory statistics course.

-Along the same lines, I think it will be much easier for a student to complete the minor if courses counted toward the minor can also be applied to GEC requirements. Many students I know have found it very difficult to complete a minor that does not allow overlap with GEC requirements unless they planned carefully and early in their undergraduate program.

-For the 'practical applications' portion of the minor, I would propose a third possible option: for students with demonstrable and appropriate research experience (ex. a research internship or some other intensive program where the student does not receive academic credit), the practical applications requirement is waived, and the total credit requirement for the minor is reduced to 20.

APPENDIX E:

Syllabi

School of Communication

Academic Unit

COMM

Book 3 Listing (e.g., Portuguese)

449 Foundations of Survey Research

Number

Title

Survey Research

U

05

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

Winter

X

Spring

Year **2008**

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): **This course introduces students to the principles, techniques, and problems involved in conducting survey research.**

Quarter offered: **AU,WI, SP**

Distribution of class time/contact hours: **2 – 2hr CL**

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no): **No**

Prerequisite(s): --

Exclusion or limiting clause: none

Repeatable to a maximum of ____ credit hours.

Cross-listed with: **Political Science 449**

Grade Option (Please check): Letter S/U Progress What is course is last in the series? ____

Honors Statement: Yes No GEC: Yes No Admission Condition
 Off-Campus: Yes No EM: Yes No Course: Yes No

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code: **09.0101**

Subsidy Level (V, G, T, B, M, D, or P): **B**

For explanations see the following web sites: www.ureg.ohio-state.edu/ourweb/srs/srscontent/cip/ or www.regents.state.oh.us/hei/ci/STAGE_1/sld001.htm. If you have questions please email Jed Dickhaut at Jdickhaut@exchange.ureg.ohio-state.edu.

1. Provide the rationale for proposing this course: **This is a foundational course for the interdisciplinary undergraduate Survey Research Minor.**
2. List Major/Minor affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one) Required Elective Other (Explain) :
3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

This course will be added to our list of offerings under research methods.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: _____

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: **N/A**

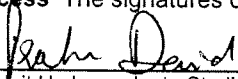
6. Expected section size: **60** Proposed number of sections per year: **1**

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes

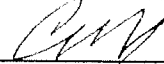
8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):
Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual.


Approval Process The signatures or actions on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.


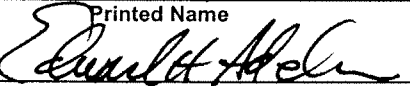
1.  **PRABU DAVID** **4/3/07**
Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. _____
Academic Unit Graduate Studies Committee Chair Printed Name Date

3.  _____
ACADEMIC UNIT CHAIR/DIRECTOR Printed Name Date

4. **AFTER THE ACADEMIC UNIT CHAIR/DIRECTOR SIGNS THE REQUEST, FORWARD IT TO THE COLLEGES OF THE ARTS AND SCIENCES CURRICULUM OFFICE, 161 DENNEY HALL, 164 WEST 17TH AVENUE. THE ASC CURRICULUM OFFICE WILL FORWARD THE REQUEST TO THE APPROPRIATE COLLEGE CURRICULUM COMMITTEE.**

5.  **PRABU DAVID** **4/7/07**
COLLEGE CURRICULUM COMMITTEE Printed Name Date

6.   **4/8/07**
ARTS AND SCIENCES EXECUTIVE DEAN Printed Name Date

7. _____
Graduate School (if appropriate) Printed Name Date

8. _____
University Honors Center (if appropriate) Printed Name Date

9. _____
Office of International Education (if appropriate) Printed Name Date

10. **ACADEMIC AFFAIRS** Printed Name Date

Foundations of Survey Research

Instructor:

Professor Gerald Kosicki

3138 Derby Hall

Email: kosicki.1 @ osu.edu

Office Hours:

Tues, Thurs 3:30-4:30

or by appointment

Course Description:

This course will acquaint students you with the principles, techniques, and problems involved in conducting survey research. There are no prerequisites, and no prior knowledge of survey research is assumed. Lectures, readings, and assignments will address the stages of the survey process from design through analysis. Topics to be covered include: uses of survey research in the world; overview of survey process; total survey error approach; sampling; measuring concepts; question writing; satisficing; questionnaire construction; pretest strategies; data collection modes; nonresponse; response rates; ethics; data analysis basics; and interpreting survey results. Students You will learn to critically evaluate research that draws on surveys as the primary means of data collection, and to better design and conduct their own surveys. An organizing theme of the course will be the "Total Survey Error" approach to conducting survey research. This approach seeks to identify multiple sources of error associated with surveys (sampling error, coverage error, nonresponse error, and measurement error), and to assess the costs and benefits associated with limiting these errors.

The format for the course will be lecture/discussion, so attending class and taking good notes will be very important.

Exclusion: This course is not available to students who have had the 449 Foundations of Survey Research course in another department.

Textbooks:

Groves, Robert M., Fowler, Floyd J., Couper, Mick P., Lepkowski, James M., Singer,

Eleanor and Tourangeau, Roger. (2004). *Survey Methodology*. New York: John Wiley-Interscience.

Converse, Jean M., and Stanley Presser. 1986. *Survey Questions: Handcrafting the Standardized Questionnaire*. Newbury Park, CA: Sage.

Nardi, Peter M. 2003. *Doing Survey Research*. Boston: Allyn and Bacon.

You are expected to attend class, complete the required reading assignments, and participate in class discussion. Grades will be based on several homework assignments that build towards a final project (30%), an in-class midterm exam (30%), and a final exam (40%). The OSU “standard scheme” for grading, as implemented by Carmen, will be used.

You will be expected to develop familiarity with the use of an on-line survey program, such as <http://express.perseus.com> or <http://www.surveymonkey.com>.

The homework assignments will be a combination of questions and exercises asking students to draw on class notes, readings, and Internet resources. These assignments will be designed to build toward completion of the final project.

Policies:**Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

I. INTRODUCTION AND OVERVIEW

A. Course Introduction

B. The Nature and Uses of Survey Research

Required reading: Groves et al., chapter 1; Nardi, chapters 1-2.

References:

Converse, Jean M. 1987. *Survey Research in the United States*. Berkeley, CA: University of California Press.

Herbst, Susan. 1993. *Numbered Voices*. Chicago: University of Chicago Press.

Moore, David W. 1992. *The Superpollsters*. New York: Four Walls Eight Windows.

C. The Survey Process and Total Survey Error

Required readings:

Groves, et. al., Ch. 2, pp. 39-63.

Lavrakas, Paul J. 1993. *Telephone Survey Methods: Sampling, Selection, and Supervision*. Newbury Park, CA: Sage. Pages 1-4.

Converse, Philip E., and Michael W. Traugott. 1986. "Assessing the Accuracy of Polls and Surveys." *Science* 234: 1094-1098.

II. SAMPLING

Required: Groves et al., Ch. 3, pp. 67-91; Nardi, chapter 5.

References:

Henry, Gary. 1990. *Practical Sampling*. Newbury Park, CA: Sage. Chapters 2, 6.

Kalton, Graham. 1983. *Introduction to Survey Sampling*. Newbury Park, CA: Sage. Chapters 2-7.

Lavrakas (1993) chapter 2.

B. Problems in Sampling: Sampling Error, Noncoverage, and Response Rates

Required: Groves et al., Ch. 4, pp. 93-132; Ch. 6, pp. 160-197.

References:

Brehm, John. 1993. *The Phantom Respondents*. Ann Arbor, MI: University of Michigan Press.

Henry (1990) chapters 3, 5, 7, 8.

Kalton (1983) chapters 8-11.

Keeter, Scott., C. Miller, Andrew Kohut, Robert M. Groves, and Stanley Presser. 2000.
“Consequences of Reducing Non-response in a National Telephone Survey.” *Public Opinion Quarterly* 64: 125-148.

Lavrakas (1993) chapter 3.

III. QUESTIONNAIRE CONSTRUCTION

A. Theories of the Response Process, including Satisficing

Required:

Converse and Presser, pp. 9-31; Nardi, chapters 3-4.

Krosnick, Jon. 1991. “Response Strategies for Coping with the Cognitive Demands of Attitude Measures in Surveys.” *Applied Cognitive Psychology*, 5: 213-36.

Tourangeau, Roger, Lance Rips, and Kenneth Rasinski. 2000. *The Psychology of Survey Response*. Cambridge: Cambridge University Press, chap. 1.

B. Wording and Format of Survey Questions; Considerations of Reliability and Validity

Required: Groves et al., Ch. 7, pp. 201-238; Converse and Presser, pp. 31-51.

References:

Fowler, Floyd J., Jr. 1995. *Improving Survey Questions: Design and Evaluation*. Thousand Oaks, CA: Sage. Chapters 1-3; pp. 78-92.

Schuman, Howard, and Stanley Presser. 1981. *Questions and Answers in Attitude Surveys*. New York: Academic Press. Chapters 3-11.

Sudman, Seymour, and Norman M. Bradburn. 1982. *Asking Questions*. San Francisco: Jossey-Bass. Chapters 1-7.

C. Constructing and Pretesting the Questionnaire

Required: Groves et al., Ch. 8, pp. 241-267; Converse and Presser, 51-75.

References:

Fowler (1995) pp. 92-103; chapters 5, 6.

Schuman and Presser (1981) chapters 2, 12.

Sudman and Bradburn (1982) chapters 8-11.

IV. DATA COLLECTION

A. In-person and Telephone Interviewing

Required: Groves et al., Ch. 9, pp. 269-298.

References:

Fowler, Floyd J., Jr., and T. W. Mangione. 1990. Standardized Survey Interviewing. Newbury Park CA: Sage.

Lavrakas (1993) chapters 4-6.

B. Self-Administered Surveys versus Interviews: Choosing the Mode

Required: Groves et al., Ch. 5, pp. 138-166.

References: Dillman, Don A. 2000. *Mail and Internet Surveys: The Tailored Design Method*. New York: Wiley. Chapters 6-12.

V. DATA ANALYSIS

A. Data Preparation and Coding

Required: Groves, et al., Ch. 10, pp. 303-341.

B. Descriptive Statistics

Required: Nardi, chapter 6.

C. Bivariate Statistics

Required: Nardi, chapters 7 and 8.

E. Multiple Variable Statistics

Required: Nardi, chapter 9.

VI. REPORTING AND EVALUATING SURVEY RESULTS

A. Writing Reports

Required: Nardi, chapter 10.

References:

American Association for Public Opinion Research. 2000. *Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for RDD Telephone Surveys and In-Person Household Surveys*.

Salant, Priscilla, and Don A. Dillman. 1994. *How to Conduct Your Own Survey*. New York:

B. Evaluating Polls and Surveys

Required: review Converse and Traugott (1986).

References:

Asher, Herbert. 2001. *Polling and the Public*, 5th edition. Washington, DC: CQ Press.

Traugott, Michael W., and Paul J. Lavrakas. 2000. *The Voter's Guide to Election Polls*, 2nd edition. New York: Chatham House.

Voss, Stephen, Andrew Gelman, and Gary King. 1995. "Review: Preelection Survey Methodology." *Public Opinion Quarterly* 59:98-132.

Zukin, Cliff. Sources of Variation in published Election Polling: A Primer. American Association for Public Opinion Research.

<http://www.aapor.org/pdfs/varsource.pdf>

C. The Ethics of Survey Research

Required: Groves et al., Ch. 11, pp. 345-374.

References: American Association for Public Opinion Research. "Best Practices for Survey and Public Opinion Research" and "Survey Practices that AAPOR Condemns" on the AAPOR web site.

VII. THE SURVEY PROCESS, REVISITED

A. Final Thoughts on Total Survey Error

Required: Groves et al., Ch. 12, pp. 377-390.

The Ohio State University
Colleges of the Arts and Sciences Course Change Request

Political Science
 Academic Unit

Political Science

581

Book 3 Listing (e.g., Portuguese)

Course Number

Summer Autumn Winter Spring **X** Year 200**8**

Proposed effective date: choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information. Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

COMPLETE ALL ITEMS THIS COLUMN

Present Course

1. Book 3 Listing: Political Science
2. Number: 581
3. Full Title: Survey Research in Political Science
4. 18-Char. Transcript Title: Srvy Rsrch Poli Sc
5. Level and Credit Hours UG 05
6. Description: The conducting of public opinion polls.
(25 words or less)
7. Qtrs. Offered :
8. Distribution of Contact Time: 2, 2-hr cl.
(e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s):
10. Exclusion: Not open to students with credit for 605. (Not open to....)
11. Repeatable to a maximum of _____ credits.
12. Off-Campus Field Experience:
13. Cross-listed with:
14. Is this a GEC course? No
15. Grade option (circle): Ltr S/U P
If P graded, what is the last course in the series?
16. Is an honors version of this course available? Y N
Is an Embedded Honors version of this course available? Y N
17. Other general course information:

COMPLETE ONLY THOSE ITEMS THAT CHANGE

Changes Requested

1. _____
2. 449
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. Communication 449
14. _____
15. _____
16. _____
17. _____

B. General Information

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?
No

2. Does this course currently satisfy any GEC requirement, if so indicate which category?
No

3. What other units require this course? Have these changes been discussed with those units?

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter?
Attach relevant letters.
Yes

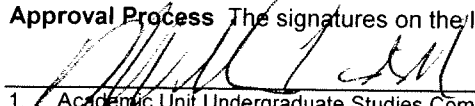
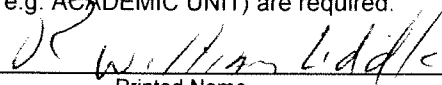
5. Is the request contingent upon other requests, if so, list the requests?
Creation of undergraduate survey research minor

6. **Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to asccurrofc@osu.edu.)**
This course will be cross-listed with communication and become part of the undergraduate survey research minor; the change facilitates all that.

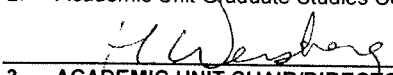
7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):
 Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:
 This course will be the foundation course for the undergrdaute survey research minor; it will continue to be a choice in the major and the Polit. Sc. Minor.

8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:

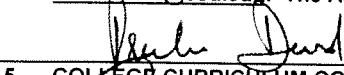
Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.


1.   3-15-07
 Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. Academic Unit Graduate Studies Committee Chair Printed Name Date

3.  H. WEISBERG 3-23-07
 ACADEMIC UNIT CHAIR/DIRECTOR Printed Name Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5.  PRABU DAVID 4/07/07
 COLLEGE CURRICULUM COMMITTEE Printed Name Date

6.  Edward H. Acker 11/9/07
 ARTS AND SCIENCES EXECUTIVE DEAN Printed Name Date

7. Graduate School (if appropriate) Printed Name Date

8. University Honors Center (if appropriate) Printed Name Date

9. Office of International Affairs (study tours only) Printed Name Date

10. ACADEMIC AFFAIRS Printed Name Date

Political Science 449
Spring Quarter 2007

T R 1:30-3:30

FOUNDATIONS OF SURVEY RESEARCH

Instructor:

Professor Herbert Weisberg
2140 Derby Hall
Email: Weisberg.1 @ osu.edu

Office Hours:

Tues, Thurs 3:30-4:30
or by appointment

COURSE DESCRIPTION:

This course will acquaint students with the principles, techniques, and problems involved in conducting survey research. There are no prerequisites, and no prior knowledge of survey research is assumed. Lectures, readings, and assignments will address the stages of the survey process from design through analysis. Topics to be covered include: uses of survey research in the world; overview of survey process; total survey error approach; sampling; measuring concepts; question writing; satisficing; questionnaire construction; pretest strategies; data collection modes; nonresponse; response rates; ethics; data analysis basics; and interpreting survey results. Students will learn to critically evaluate research that draws on surveys as the primary means of data collection, and to better design and conduct their own surveys. An organizing theme of the course will be the "Total Survey Error" approach to conducting survey research. This approach seeks to identify multiple sources of error associated with surveys (sampling error, coverage error, nonresponse error, and measurement error), and to assess the costs and benefits associated with limiting these errors.

The format for the course will be lecture/discussion, so attending class and taking good notes will be very important.

EXCLUSION: This course is not available to students who have had the 449 Foundations of Survey Research course in another department.

TEXTBOOKS:

Fowler, Floyd J., Jr. 2002. *Survey Research Methods*, 3rd edition. Thousand Oaks, CA: Sage.

Converse, Jean M., and Stanley Presser. 1986. *Survey Questions: Handcrafting the Standardized Questionnaire*. Newbury Park, CA: Sage.

Nardi, Peter M. 2003. *Doing Survey Research*. Boston: Allyn and Bacon.

COURSE REQUIREMENTS AND GRADING:

Students are expected to attend class, complete the required reading assignments, and participate in class discussion. Grades will be based on several homework assignments (30%), an in-class midterm exam (30%), and a final exam (40%).

Students will be expected to develop familiarity with the use of an on-line survey program, such as [//http://express.perseus.com](http://express.perseus.com) or [//http://www.surveymonkey.com](http://www.surveymonkey.com)

The homework assignments will be a combination of questions and exercises asking students to draw on class notes, readings, and Internet resources. These assignments will be designed to build toward completion of the final project.

POLICIES:

- All of the work you do in this course is expected to be your own. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation) will be tolerated. Any cases of cheating or plagiarism will be reported to the University Committee on Academic Misconduct and handled according to University policy.
- Students with disabilities that have been certified by the Office for Disabilities Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs.

COURSE OUTLINE:**I. INTRODUCTION AND OVERVIEW****A. Course Introduction****B. The Nature and Uses of Survey Research**

Required reading: Fowler, chapter 1; Nardi, chapters 1-2.

References:

Converse, Jean M. 1987. *Survey Research in the United States*. Berkeley, CA: University of California Press.

Herbst, Susan. 1993. *Numbered Voices*. Chicago: University of Chicago Press.

Moore, David W. 1992. *The Superpollsters*. New York: Four Walls Eight Windows.

C. The Survey Process and Total Survey Error

Required readings:

WKB, chapter 2.

Lavrakas, Paul J. 1993. *Telephone Survey Methods: Sampling, Selection, and Supervision*. Newbury Park, CA: Sage. Pages 1-4.

Converse, Philip E., and Michael W. Traugott. 1986. "Assessing the Accuracy of Polls and Surveys." *Science* 234: 1094-1098.

II. SAMPLING**A. Sampling Methods**

Required: Fowler, chapter 2, pp. 10-28; Nardi, chapter 5.

References:

Henry, Gary. 1990. *Practical Sampling*. Newbury Park, CA: Sage. Chapters 2, 6.

Kalton, Graham. 1983. *Introduction to Survey Sampling*. Newbury Park, CA: Sage. Chapters 2-7.

Lavrakas (1993) chapter 2.

B. Problems in Sampling: Sampling Error, Noncoverage, and Response Rates

Required: Fowler, chapter 2, pp. 28-38, and Fowler, chapter 3.

References:

Brehm, John. 1993. *The Phantom Respondents*. Ann Arbor, MI: University of Michigan Press.

Henry (1990) chapters 3, 5, 7, 8.

Kalton (1983) chapters 8-11.

Keeter, Scott., C. Miller, Andrew Kohut, Robert M. Groves, and Stanley Presser. 2000. "Consequences of Reducing Non-response in a National Telephone Survey." *Public Opinion Quarterly* 64: 125-148.

Lavrakas (1993) chapter 3.

III. QUESTIONNAIRE CONSTRUCTION

A. Theories of the Response Process, including Satisficing

Required:

Converse and Presser, pp. 9-31; Nardi, chapters 3-4.

Krosnick, Jon. 1991. "Response Strategies for Coping with the Cognitive Demands of Attitude Measures in Surveys." *Applied Cognitive Psychology*, 5: 213-36.

Tourangeau, Roger, Lance Rips, and Kenneth Rasinski. 2000. *The Psychology of Survey Response*. Cambridge: Cambridge University Press, chap. 1.

B. Wording and Format of Survey Questions Reliably and Validly

Required: Fowler, chapter 5; Converse and Presser, pp. 31-51.

References:

Fowler, Floyd J., Jr. 1995. *Improving Survey Questions: Design and Evaluation*. Thousand Oaks, CA: Sage. Chapters 1-3; pp. 78-92.

Schuman, Howard, and Stanley Presser. 1981. *Questions and Answers in Attitude Surveys*. New York: Academic Press. Chapters 3-11.

Sudman, Seymour, and Norman M. Bradburn. 1982. *Asking Questions*. San Francisco: Jossey-Bass. Chapters 1-7.

C. Constructing and Pretesting the Questionnaire

Required: Fowler, chapter 6; Converse and Presser, 51-75.

References:

Fowler (1995) pp. 92-103; chapters 5, 6.

Schuman and Presser (1981) chapters 2, 12.

Sudman and Bradburn (1982) chapters 8-11.

IV. DATA COLLECTION

A. In-person and Telephone Interviewing

Required: Fowler, chapter 7.

References:

Fowler, Floyd J., Jr., and T. W. Mangione. 1990. *Standardized Survey Interviewing*. Newbury Park CA: Sage.

Lavrakas (1993) chapters 4-6.

B. Self-Administered Surveys versus Interviews: Choosing the Mode

Required: Fowler, chapter 4.

References: Dillman, Don A. 2000. *Mail and Internet Surveys: The Tailored Design Method*. New York: Wiley. Chapters 6-12.

V. DATA ANALYSIS

A. Data Preparation and Coding

Required: Fowler, chapter 8.

B. Descriptive Statistics

Required: Nardi, chapter 6.

C. Bivariate Statistics

Required: Nardi, chapters 7 and 8.

E. Multiple Variable Statistics

Required: Nardi, chapter 9.

VI. REPORTING AND EVALUATING SURVEY RESULTS**A. Writing Reports**

Required: Fowler, chapter 10; Nardi, chapter 10.

References:

American Association for Public Opinion Research. 2000. *Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for RDD Telephone Surveys and In-Person Household Surveys.*

Salant, Priscilla, and Don A. Dillman. 1994. *How to Conduct Your Own Survey.* New York: Wiley. Chapter 10.

B. Evaluating Polls and Surveys

Required: review Converse and Traugott (1986).

References:

Asher, Herbert. 2001. *Polling and the Public*, 5th edition. Washington, DC: CQ Press.

Traugott, Michael W., and Paul J. Lavrakas. 2000. *The Voter's Guide to Election Polls*, 2nd edition. New York: Chatham House.

Voss, Stephen, Andrew Gelman, and Gary King. 1995. "Review: Preelection Survey Methodology." *Public Opinion Quarterly* 59:98-132.

C. The Ethics of Survey Research

Required: Fowler, chapter 9.

References: American Association for Public Opinion Research. "Best Practices for Survey and Public Opinion Research" and "Survey Practices that AAPOR Condemns" on the AAPOR web site.

VII. THE SURVEY PROCESS, REVISITED**A. Final Thoughts on Total Survey Error**

Required: Fowler, chapter 11.

B. Course Summary and Review

Political Science 581
Autumn Quarter 2005

T R 1:30-3:30

SURVEY RESEARCH IN POLITICAL SCIENCE

Instructor:

Professor Herbert Weisberg
2049D Derby Hall
Email: Weisberg.1 @ osu.edu

Office Hours:

Tues, Thurs 3:30-4:30
or by appointment

COURSE DESCRIPTION:

This course will acquaint students with the principles, techniques, and problems involved in conducting survey research. There are no prerequisites, and no prior knowledge of survey research is assumed. Lectures, readings, and assignments will address the stages of the survey process from design through analysis. Topics to be covered include: study design, sampling, item construction, questionnaire design, interviewing techniques, supervision of interviewers, coding and processing of data, analysis and interpretation of data, reading and writing reports, and survey research ethics. Students will learn to critically evaluate research that draws on surveys as the primary means of data collection, and to better design and conduct their own surveys. An organizing theme of the course will be the "Total Survey Error" approach to conducting survey research. This approach seeks to identify multiple sources of error associated with surveys (sampling error, coverage error, nonresponse error, and measurement error), and to assess the costs and benefits associated with limiting these errors.

The format for the course will be lecture/discussion, so attending class and taking good notes will be very important.

COURSE REQUIREMENTS AND GRADING:

Students are expected to attend class, complete the required reading assignments, and participate in class discussion. Grades will be based on several homework assignments (30%), an in-class midterm exam (30%), and a final exam (40%). The homework assignments will be a combination of questions and exercises asking students to draw on class notes, readings, and Internet resources. These assignments will be designed to build toward completion of the final project.

TEXTBOOKS:

Weisberg, Herbert F., Jon A. Krosnick, and Bruce D. Bowen. 1996. *An Introduction to Survey Research, Polling, and Data Analysis*, 3rd edition. Thousand Oaks, CA: Sage.

Converse, Jean M., and Stanley Presser. 1986. *Survey Questions: Handcrafting the Standardized Questionnaire*. Newbury Park, CA: Sage.

POLICIES AND CAVEATS:

- All of the work you do in this course is expected to be your own. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation) will be tolerated. Any cases of cheating or plagiarism will be reported to the University Committee on Academic Misconduct and handled according to University policy.
- Students with disabilities that have been certified by the Office for Disabilities Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs.

COURSE OUTLINE:

I. Introduction and Overview

A. Course Introduction

B. The Nature of Survey Research

Required reading:

Weisberg, Krosnick, and Bowen (hereafter WKB), chapter 1;

Recommended:

Converse, Jean M. 1987. *Survey Research in the United States*. Berkeley, CA: University of California Press.

Herbst, Susan. 1993. *Numbered Voices*. Chicago: University of Chicago Press.

Moore, David W. 1992. *The Superpollsters*. New York: Four Walls Eight Windows.

C. The Survey Process and Total Survey Error

Required readings:

WKB, chapter 2.

Lavrakas, Paul J. 1993. *Telephone Survey Methods: Sampling, Selection, and Supervision*. Newbury Park, CA: Sage. Pages 1-4.

Converse, Philip E., and Michael W. Traugott. 1986. "Assessing the Accuracy of Polls and Surveys." *Science* 234: 1094-1098.

Recommended readings:

Fowler, Floyd J., Jr. 2002. *Survey Research Methods*, 3rd edition. Thousand Oaks, CA: Sage.

Groves, Robert M. 1989. *Survey Errors and Survey Costs*. New York: Wiley.

II. Sampling

A. Sampling Methods

Required: WKB, pp. 38-64.

Recommended:

Henry, Gary. 1990. *Practical Sampling*. Newbury Park, CA: Sage. Chapters 2, 6.

Kalton, Graham. 1983. *Introduction to Survey Sampling*. Newbury Park, CA: Sage. Chapters 2-7.

Lavrakas (1993) chapter 2.

B. Problems in Sampling: Sampling Error, Noncoverage, and Unit Nonresponse

Required: WKB, pp. 64-73.

Recommended:

Brehm, John. 1993. *The Phantom Respondents*. Ann Arbor, MI: University of Michigan Press.

Fowler (2002) chapter 3.

Henry (1990) chapters 3, 5, 7, 8.

Kalton (1983) chapters 8-11.

Keeter, Scott., C. Miller, Andrew Kohut, Robert M. Groves, and Stanley Presser.
2000. "Consequences of Reducing Non-response in a National Telephone
Survey." *Public Opinion Quarterly* 64: 125-148.

Lavrakas (1993) chapter 3.

III. Questionnaire Construction

A. Determining the Wording and Format of Survey Questions

Required: WKB, pp. 77-96; Converse and Presser, pp. 31-51.

Recommended:

Fowler, Floyd J., Jr. 1995. *Improving Survey Questions: Design and Evaluation*.
Thousand Oaks, CA: Sage. Chapters 1-3; pp. 78-92.

Fowler (2002) chapter 5.

Schuman, Howard, and Stanley Presser. 1981. *Questions and Answers in Attitude
Surveys*. New York: Academic Press. Chapters 3-11.

Sudman, Seymour, and Norman M. Bradburn. 1982. *Asking Questions*. San
Francisco: Jossey-Bass. Chapters 1-7.

B. Constructing and Pretesting the Questionnaire

Required: WKB, pp. 96-101; Converse and Presser, 51-75.

Recommended:

Fowler (1995) pp. 92-103; chapters 5, 6.

Fowler (2002) chapter 6.

Schuman and Presser (1981) chapters 2, 12.

Sudman and Bradburn (1982) chapters 8-11.

IV. Data Collection

A. In-person and Telephone Interviewing

Required: WKB, pp. 103-118.

Recommended:

Fowler, Floyd J., Jr., and T. W. Mangione. 1990. *Standardized Survey
Interviewing*. Newbury Park CA: Sage.

Lavrakas (1993) chapters 4-6.

B. Self-Administered Surveys versus Interviews: Choosing the Mode

Required: WKB, pp. 118-129.

Recommended:

Dillman, Don A. 2000. *Mail and Internet Surveys: The Tailored Design
Method*. New York: Wiley. Chapters 6-12.

V. Data Analysis

A. Data Preparation and Coding

Required: WKB, chapter 6.

Recommended:

Fowler (2002) chapter 8.

Weber, Robert P. 1990. *Basic Content Analysis*, 2nd edition. Newbury Park, CA: Sage.

B. Overview of the Process of Data Analysis

Required: WKB, chapter 8.

Recommended:

Kiecolt, K. Jill, and Laura E. Nathan. 1985. *Secondary Analysis of Survey Data*. Newbury Park, CA: Sage.

Lewis-Beck, Michael S. 1995. *Data Analysis: An Introduction*. Newbury Park, CA: Sage. Chapters 1, 2.

C. Frequencies and Crosstabs

Required: WKB, chapters 9, 11

Recommended:

WKB, chapter 10.

Lewis-Beck (1995) chapter 3.

D. Measures of Association and Control Tables

Required: WKB, pp. 276-297

Recommended:

WKB, all of chapters 12, 13

Lewis-Beck (1995) chapters 4, 5.

E. Correlation and Regression

Required: WKB, chapter 14.

Recommended:

Lewis-Beck (1995) chapters 6, 7.

Schroeder, Larry D., David L. Sjoquist, and Paula E. Stephan. 1986.

Understanding Regression Analysis: An Introductory Guide. Newbury Park, CA: Sage.

Achen, Christopher H. 1982. *Interpreting and Using Regression*. Newbury Park, CA: Sage.

VI. Reporting and Evaluating Survey Results

A. Writing Reports

Required: WKB, chapter 15; Fowler (2002) chapter 10.

Recommended:

American Association for Public Opinion Research. 2000. *Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for RDD Telephone Surveys and In-Person Household Surveys*.

Salant, Priscilla, and Don A. Dillman. 1994. *How to Conduct Your Own Survey*. New York: Wiley. Chapter 10.

B. Evaluating Polls and Surveys

Required: WKB, chapters 7, 16; review Converse and Traugott (1986).

Recommended:

Asher, Herbert. 2001. *Polling and the Public*, 5th edition. Washington, DC: CQ Press.

Crespi, Irving. 1988. *Pre-election Polling: Sources of Accuracy and Error*. New York: Russell Sage Foundation.

Traugott, Michael W., and Paul J. Lavrakas. 2000. *The Voter's Guide to Election Polls*, 2nd edition. New York: Chatham House.

Voss, Stephen, Andrew Gelman, and Gary King. 1995. "Review: Preelection Survey Methodology." *Public Opinion Quarterly* 59:98-132.

C. The Ethics of Survey Research

Required: WKB, chapter 17.

Recommended:

American Association for Public Opinion Research. *Best Practices for Survey and Public Opinion Research and Survey Practices that AAPOR Condemns*.

VII. The Survey Process, Revisited

A. Final Thoughts on Total Survey Error

B. Course Summary and Review

FISHER COLLEGE OF BUSINESS, THE OHIO STATE UNIVERSITY

BUS M&L 758: MARKETING RESEARCH, AUTUMN 2007

A.COURSE SYLLABUS

Instructor:	Vasu Unnava	Classroom:	SB 205 @ 3:30 PM
Office:	313 Fisher Hall	Office Hours:	Tues/Thurs 11:00 AM -12:00 PM
Email:	unnava_2@fisher.osu.edu		or By Appointment
Telephone:	(614) 292 3212	URL:	Carmen.osu.edu
Call Nos:	03865-3 & 03862-7		

Required Text

“**Marketing Research**,” Seventh Edition, by McDaniel and Gates. ISBN-13 978-0-471-75528-9 by Wiley Publications. (Used during Autumn 2006, Winter 2007 & Spring 2007 quarters). The text book comes with a student edition of SPSS CD. SPSS is the software package we use for Lab work.

Supplementary Course Material

All other course materials such as class slides, lab instructions and study guides will either be made available on CARMEN or given out in the class.

Course Objectives

Marketing Research is one of the most important parts of Marketing. It provides valuable information to decision makers in corporations to guide marketing activities. To achieve maximum benefits from marketing research, it is very important to understand the role and functions of marketing research process. As an introductory course on Marketing Research, this course will provide you with tools to analyze and acquire knowledge to:

1. Provide a basic understanding of research methodology and its implementation in marketing
2. Understand the role, scope, and process of marketing research, and
3. Enable you to do real marketing research.

Class Format

Class sessions will be utilized to summarizing the important concepts and then applying the concepts. Reading relevant assignments before the class and active participation will be leading contributions to learning experience in this class room. Lectures will focus on main parts of the material and typical class session involves lecture, discussions and group activities.

Course Evaluation

Your grades will be evaluated as follows:

- | | |
|--|-------------------------|
| 1. Midterm I and Midterm II | 50%, (25% each Midterm) |
| 2. Quizzes, Best four out of five | 20%, (5% each Quiz) |
| 3. Lab Submissions (Totally four) | 20%, (5% each Lab) |
| 4. Class Participation | 10% |
| TOTAL | 100% |

Re-grading requests will be accepted in writing within 1 week of receipt of the grade.

Grading Scale

The grading scale, and point conversion that will be utilized for the final grade is as follows:

Grade		GPA	Grade		GPA
A	= 94-100 %	4.0	C+	= 77-79 %	2.3
A-	= 90-93 %	3.7	C	= 73-76 %	2.0
B+	= 87-89 %	3.3	C-	= 70-72 %	1.7
B	= 83-86 %	3.0	D+	= 67-69 %	1.3
B-	= 80-82 %	2.7	D	= 63-66 %	1.0
			E	= below 62	

1. Midterm I and Midterm II: 25 % each or 50% of total points

Two midterms will consist of multiple choice questions based on lecture notes, class discussion, lab sessions and the required textbook. Students are responsible for all topics in the assigned chapters of the textbook whether or not they were discussed in class. Each midterm will contain about 45-50 questions. You are permitted to use a calculator and to have **ONE DOUBLE-SIDE**, 8 ½" x 11" sheet of paper with notes, definitions, etc. to use in midterms.

2. Quizzes: Best Four out of Five, each 5% or 20% total points

There will be FIVE quizzes during the quarter and best FOUR scores will be counted. The dates for quizzes are given in the syllabus. Questions will come from the lecture and textbook topics. Again, you are permitted to use a calculator and to have **ONE DOUBLE-SIDE**, 8 ½" x 11" sheet of paper with notes, definitions, etc. to use in quizzes.

During midterms and quizzes, **NO** questions will be taken, unless a typo or some other mistake in the exam makes a clarification necessary. During exams and quizzes, only pen, pencil, eraser, ruler, calculator, and your one-page note are allowed to be left on the table.

3. Lab Sessions: Four Lab submissions, each 5% or 20% total points

In Marketing Research, analysis of data is a very important part. You will use EXCEL and SPSS packages to conduct data analysis. There are four lab sessions scheduled in the course. After each lab, you will submit your lab files in a drop box on CARMEN. Instructions to lab sessions will be posted on CARMEN before the start of the lab. You can work in a group of two for lab sessions.

4. Class Participation:

Class participation is very important factor in making class room experience worthwhile. Your ability to gain knowledge in the course and actively contribute to class room discussions is basically dependent on your attendance during class sessions. Students will be considered absent if they miss more than first 10 minutes of the class. Class sessions are interesting when every one participates.

While consistent attendance is expected, it is participation and not just attendance that will contribute to your grade. Most important components of class participations are coming to

the class by reading assigned chapters and actively participating in the discussions. Following guidelines will be used to evaluate class participation:

10 points: Consistent leader in the classroom. Always prepared and initiates classroom discussions. Comments contain examples, and are focused and integrative of news articles, examples from current events, work or personal experience etc.

8 points: Quality participation, responds to questions or comments in the class, and provides examples.

6 points: Occasional contributions to class room discussions and gives responses to questions.

4 points: Answers questions and infrequent contributions or comments on the subject matter

2 points: Attends regularly, but does not participate.

PLEASE NOTE: You will make notes of your contribution by providing answers to questions and topics proposed in during the class or announced in advance. Include your name on the top of the sheet with your class timings and turn in at the end of each class. One lowest score out of all class participation scores will be dropped. **Please note the following class participation dates and submit your sheet at the end of the class.**

- | | |
|-------------|--------------|
| 1. 9/25/07 | 7. 10/25/07 |
| 2. 9/27/07 | 8. 10/30/07 |
| 3. 10/2/07 | 9. 11/6/07 |
| 4. 10/4/07 | 10. 11/13/07 |
| 5. 10/11/07 | 11. 11/5/07 |
| 6. 10/16/07 | |

FIRST BONUS OPPORTUNITY:

You can earn two bonus points when you will turn in bio-sheet with your picture by Sept. 27, 2007.

FISHER COLLEGE OF BUSINESS, THE OHIO STATE UNIVERSITY**BUS M&L 758: MARKETING RESEARCH, AUTUMN 2007****B. IMPORTANT NOTES****Important Notes**

- All quiz dates, exam dates, and assigned reading due dates are included in the Course Outline. Please make note of these dates and plan your quarter accordingly. If you are unable to attend a class, please notify me by email unless it is an emergency. With a valid written excuse, missed exams or quizzes will be dealt with on an individual basis. Without a valid written excuse, missed exams or quizzes will be recorded as zero points. A medical reason for absence in more than 2 consecutive classes needs to be supported by a letter from health care provider.
- You are encouraged to make use of the office hours. Besides office hours, you are welcome to set-up appointments. E-mails should not be seen as an alternative to class participation. Not all questions can be effectively answered by e-mail. The response to any e-mail question can be suggesting a one-on-one meeting, or by addressing the question during the next class session.
- Please let me know if you have a disability and need accommodations to make the learning environment more effective.
- You are responsible for everything that takes place in class, including changes to assignments or schedules, whether you are present or not. If you must miss class, please arrange with a classmate to share notes and insights.
- Please come to class on time. More than three late arrivals will cause a deduction of points from your final grade. Turn off your cell phones and pagers before you come to class. Do not take calls in class. Do not use your PDA while class is being conducted. They cause the class to become distracted from the main issues.

Have fun! This course lets you conduct marketing research without risking your own money or your job.

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (oaa.osu.edu/coam/home.html)
- *Ten Suggestions for Preserving Academic Integrity* (oaa.osu.edu/coam/ten-suggestions.html)
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.html)

BUS M&L 758 Course Outline* AUTUMN 2007
Text Book: "Marketing Research" by McDaniel and Gates

No.	Week	Date	Topic	Reading, Ch	Assignments
1	1-1	9/20 R	Class Introduction, Introduction to Marketing Research	1	
2	2-1	9/25 T	Problem Definition, Exploratory Research & Research Process	2 & 3	
3	2-2	9/27 R	Secondary Data and databases Qualitative Research	4 & 5	. Bio Sheet Due
4	3-1	10/2 T	Survey Research Data Collection: Observation	6 & 7	QUIZ 1
5	3-2	10/4 R	Data Collection: Experimentation	8	
6	4-1	10/9 T	Lab 1: Meet in Mason Hall 345		Lab 1 Submission
7	4-2	10/11 R	Measurement and Scales	9 & 10	
8	5-1	10/16 T	Mr. Jeff Byron from Alliance Data Systems		QUIZ II
9	5-2	10/18 R	Review	1 to 10	
10	6-1	10/23 T	MIDTERM I	1 to 10	
11	6-2	10/25 R	Questionnaire Design & Sampling	11 & 12	
12	7-1	10/30 T	Sample Size and Data Processing	13 & 14	QUIZ III
13	7-2	11/1 R	Lab 2: Meet in Mason Hall 345		
14	8-1	11/6 T	Statistical Testing	15	
15	8-2	11/8 R	Lab 3: Meet in Mason Hall 345 Mr.		Lab 3 Submission
16	9-1	11/13 T	Mr. Craig Boaz from Bob Evans		
17	9-2	11/15 R	Bi-Variate Correlation and Regression	16	QUIZ IV
18	10-1	11/20 T	Lab 4: Meet in Mason Hall 345		Lab 4 Submission
19	11-1	11/27 T	Review	11 to 16	QUIZ V
20	11-2	11/29 R	MIDTERM II	11 to 16	

***Note:** Subject to change if necessary. Please check the information on CARMEN for lecture slides, announcements or files.

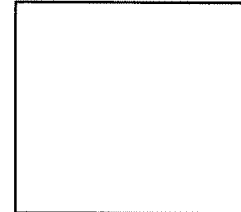
Due: Sept 27, 2007

BIO SHEET: Bonus Opportunity AUTUMN 2007
BUS M&L 758 Marketing Research

Name: _____

(e-mail): _____

(phone). (_____) _____ - _____



Major:

Why did you pick this major?

Year in School:

Courses taken (in the areas of marketing and business statistics):

Marketing:

Statistics or Mathematics:

What are your comments on Marketing, Statistics or Mathematics courses?

Work experience in marketing or marketing research, if any:

What are your career goals?

One interesting fact about yourself:

Please attach your photo in the upper right and corner of this sheet. It will help me judge your class participation.

STATISTICAL FOUNDATIONS OF SURVEY RESEARCH
Stat 451
Proposed Syllabus

Instructor: Dr. Deborah Rumsey
Office: 227 Cockins Hall
Office Phone: 292-0779

E-mail: rumsey-johnson.1@osu.edu

Text: *Elementary Survey Sampling, 6th Edition*, by Richard L. Scheaffer, William Mendenhall III, and R. Lyman Ott; additional readings from journal articles and reports, and additional materials provided by the instructor.

Course Objectives:

- Understand and practice the basic statistical foundations and methods of survey research, and analysis of survey data:
 - Research question construction, sampling procedures, common mistakes in sampling, survey design, validity and reliability, pilot testing, and ethics.
 - Survey implementation, data collection methods, sampling and non sampling errors. Basic statistical analysis of survey data involving descriptive statistics, confidence intervals, hypothesis tests, and modeling.
 - Interpretation and communication of results in written and oral form.
- Gain experience with survey data collection programs and data analysis software.
- Acquire the knowledge and experience that will provide the foundation for other courses in the interdisciplinary survey research minor.
- Begin to address the wide variety of statistical problems encountered in the survey research workplace.

Course Format:

5 credit hours comprised of 3 80-minute sessions per week held in a computer lab. Sessions will be team-oriented in a discovery-based learning environment facilitated by a faculty member.

Prerequisites:

One introductory course in data analysis (such as Stat 135), and college algebra (Math 104 or equivalent). Prior experience with computer software is not required.

Final Grade:

The final course grade will be based on the following weighting of assessment components:

Activities in and out of class	20%
Midterm	25%
Final exam	30%
Final Project	25%

Statistical Software:

- We will use a computer program (SURVEY, FERRET, or equivalent) to generate populations and select samples of various designs and using various variables as part of our in-class activities. The programs are available with your textbook and/or freely on the Internet.
- We will also use a statistical software program (such as Minitab) to analyze survey data. A Minitab How-To Guide developed by the OSU Department of Statistics is available for purchase through the OSU bookstore. Previous computer experience is not assumed or required.

In-Class Activities:

- Overview of statistical ideas and concepts
- Team based activities to discover and apply the important ideas in a survey research context.
- Survey design, samples, analysis, and reports conducted in teams using SURVEY program.
- Group discussions developing problem solving skills for survey research applications.
- Examination of major surveys conducted by U.S. government (for example, National Crime Victimization Survey).
- Weekly self-assessments (quizzes) with feedback.
- Final project (in groups of 2-3) on a survey research project presented in a poster session during the last week of class. A written report and a short oral presentation are to be included.
- Midterm and Final Exams

Out-of-Class Activities:

- Homework assignments emphasizing the wide applicability of survey research methods in the real world and the statistical techniques necessary for good survey research.
- Assessment, critique, summarization, and evaluation of surveys conducted by major groups within the field of survey research.
- Design of surveys and sampling procedures in response to provided survey research scenarios.
- Homework assignments based on outside readings related to survey research methods and practice.
- Work in groups of 2-3 on the final project using survey design and analysis.

Academic Misconduct:

Please help us to maintain an academic environment of mutual respect, fair treatment, and personal growth. You are expected to produce original and independent work for exams. Although students are encouraged to work together on homework assignments, each student is to submit her/his own written work in his/her own words for all graded activities done in or out of class. The only exception is where we might ask for one paper per group on a group

activity. Academic misconduct **will not be tolerated** and will be dealt with procedurally in accordance with University Rule 3335-31-02. (This policy can be found at <http://oaa.osu.edu/procedures/1.0.html>.)

Addressing Issues of Differing Abilities:

Any student who feels they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Students with documented disabilities should also contact the Office of Disability Services (ODS) in 150 Pomerene Hall (phone: 292-3307) to coordinate reasonable accommodations for the course. **ODS forms must be given to me as early in the quarter as possible to be filled out and returned to you.**

Cell phones:

Cell phones must be either turned off or put on vibrate during class, as cell phones ringing during class disrupt the learning process. Additionally, no cell phone calculators will be allowed on any exams in the course. Note: this applies also to PDAs with calculator and/or communication capabilities.

Email Correspondence:

In order to protect your privacy, all course e-mail correspondence **must** be done through a valid OSU name.number account. If you have not activated your OSU email account, you can activate your account at <https://acctmgmt.service.ohio-state.edu/cgi-bin/KRB1EntryAdd>.

Course Admission, Section Changes, Unpaid Fees:

The instructor and TA will not under any circumstances sign paperwork regarding course admission. See Patty Shoults in the Statistics Office (404 Cockins Hall) for the policy on add and section change procedures. If your fees are unpaid, you should not be attending class. Anyone with unpaid fees at the time of the midterm will not be allowed to take the midterm exam. In fact, you will be dropped from the course. However, if there is a valid reason for your fees being unpaid (e.g., financial aid hasn't gone through), submit this in writing (with documentation of the reason) to me as soon as possible so that we allow you to take the midterm exam and do not drop you from the course.

Tentative Course Schedule: Based on 10 Weeks

Week 1	Intro; constructing a research question; Choosing your survey type
Weeks 2-3	Taking your sample: basics/SURVEY Program; Top 10 mistakes in sampling
Week 4	Designing a good survey. Testing your survey: reliability, validity, pilot testing
Week 5	Carrying out your survey: tips and cautions; sampling and nonsampling errors. Entering, checking and cleaning up your data.
Week 6	Midterm/ Organizing, summarizing, and analyzing your survey data.
Week 7	Statistical analysis of survey data: confidence intervals, tests, model building.
Week 8	Interpreting and communicating results of survey research; critiquing other survey results
Week 9	More advanced sampling plans and statistical techniques for survey data; examining National Crime Victimization Survey
Week 10	Final Projects: oral presentation and paper /Review for Final Exam

SYLLABUS
The Ohio State University
College of Medicine and Public Health
School of Allied Medical Professions
Spring Quarter 2006

- Course Title:** Health Risk Assessment: Theory and Practice
- Course No/
Credits:** Allied Medicine 645 U 3 credit hours
- Course Description:** Study and application of health risk assessment theory, methods, and tools as a component of health promotion and disease prevention, incorporating wellness and prevention strategies.
- Instructor:** Debbie Kennedy, MS, CHES, RN
Office Hours: by appointment
Office: 443B Atwell Hall, 453 West Tenth Ave
Phone/Voice Mail: 292-7445
Email: kennedy.221@osu.edu
- Class Day/Time:** Monday and Wednesday 10:30 am -11:48 am
- Class Location:** Atwell Hall Room 141
- Prerequisites :** AMP 640 Health Promotion and Disease Prevention or by permission of instructor
- Learning Resources:** Required Text : Core Concepts in Health, 10th Edition. Paul Insel, Walton Roth, New York, NY McGraw Hill, 2006 (ISBN 0-07-297235-1)
- Required Course Packet to be purchased from Copez : Includes selected readings from SPM Handbook of Health Assessment Tools Society of Prospective Medicine, 1999
- Supplemental readings may be assigned

Course Rationale:

This course is designed to introduce you to concepts of health and wellness that fundamentally impact the individual's approach to health promotion and disease prevention. Health risk assessment is an important component of identification and control of lifestyle choices that impact disease. You will learn to effectively use health risk assessment in health promotion and disease prevention. Effective use requires not only an understanding of the concepts but also incorporation of proper health behavior and health education principles. The philosophical components of the course address the theory of health risk assessment and core concepts in health. The practical aspects of the

course address the core competencies of communicating and providing services and acting as a resource for health education in health risk assessment. This course will provide you, as a student in the Health Sciences Program/Health and Wellness area of concentration, a foundation and practical application of health risk assessment focused at the individual and interpersonal level.

Course Objectives

You will synthesize knowledge and apply core concepts of health and health behavior and education to health risk assessment. You will evaluate process and tools of health risk assessment and develop skills in interpreting and providing results in a simulated situation.

Upon successful completion of this course, after attending scheduled classes, and after completing the readings, course assignments, and activities, you will broadly be able to:

1. Explain the theory, basic concepts, and methods of health risk assessment as a tool for health promotion and disease prevention.
2. Apply health risk assessment concepts based upon personal experience with a student health risk appraisal tool and evaluate the tool and the process.
3. Apply health risk assessment concepts and critically analyze, evaluate, and compare other health risk assessment tools and processes as a component of health promotion and disease prevention.
4. Locate, evaluate, and assemble useful and effective health education information and resources for the leading causes of death and related risk factors to use as part of the health risk assessment process of identifying and controlling lifestyle choices.
5. Integrate health behavior change theory and health education principles and methods into the health risk assessment process to address identified risk factors of disease and lifestyle choices.
6. Demonstrate and evaluate the effectiveness of a discussion of health risk and lifestyle choices in a simulated client situation, interpreting health risk assessment results, and using effective health education methods to address health promotion and disease prevention at an individual/interpersonal level.

Instructional Strategies

This course will meet for academic presentation and discussion of the topics and activities designed to provide you with a strong learning experience related to course topics. Class meetings will combine presentations by the instructor and guest speakers, experiential opportunities, and skills labs to allow you to integrate previous learning and to develop the practical skills necessary to apply to the health risk assessment process including discussion of health risk and lifestyle choices and assessment of effectiveness. Instructional strategies will also include in-class activities, assignments, evaluations, observation, role play, demonstration, student presentations, and participation in a simulated situation.

Each of you will experience the OSU Student Health Risk Assessment tool. The process is confidential. You will complete the tool on-line, attend an individual follow up session with a Health Educator, and evaluate the OSU Student Health Risk Assessment Tool and process.

You will be introduced to and explore other health risk assessment tools used in a variety of settings and for a variety of purposes. You will apply theory and concepts and analyze, evaluate and compare the tools and process to determine the value for health promotion and prevention.

You will demonstrate understanding and ability to access and use resources, interpret health risk assessment results, identify and explain the importance of lifestyle choices that impact disease, and synthesize health information and apply health education methods for risk behavior change. This will be focused at the individual and interpersonal level

Learning Assessment and Evaluation - Course Grading :

Activity	% Grade	Points	Course Content
Class Participation (CP) essential and required	10%	30 pts	Combination of brief reflection assignments and participation in and completion of in-class activities and discussions.
Completion and evaluation of OSU Student Wellness Center HRA (OHRA)	10%	30 pts	Application of HRA in the educational setting. Complete an individual evaluation of the tool and the process.
Report: HRA Tools Analysis, Evaluation, Comparison (RPT TOOLS)	5%	15 pts	Students will individually analyze, evaluate, and compare the HRA tools presented in class. Students will discuss their findings within a group and summarize their findings and recommendations for the best tool.
Mid-term Exam (MT)	20%	60 pts	Covers assigned material for first four weeks of course. Based on lectures, text, discussion, and additional assigned readings.
Notebook (NB)	30%	90 pts	Each student will assemble a notebook of useful health education information and resources with a section for each of the assigned topics of disease or risk factors and a personal reflection section.
Final Project: Simulated Health Education Session (FP)	25%	75 pts	Each student will prepare, demonstrate, and evaluate a simulated health education session with a standardized patient, based upon health risk appraisal results, using an approach at the individual/interpersonal level incorporating health behavior change theory, health education methods, resources and materials, and effective communication.
Total	100%	300 pts	

Final Grade Scale

The course is letter graded. Final grades will be calculated as a percent (total points accumulated divided by total points possible). The following percent system will be used to award a letter grade:

93 -	100	= A	77 -	79.9	= C+	62.9 or below	= E
90 -	92.9	= A-	73 -	76.9	= C		
87 -	89.9	= B+	70 -	72.9	= C-		
83 -	86.9	= B	67 -	69.9	= D+		
80 -	82.9	= B-	63 -	66.9	= D		

Class Topics and Assignments*

Week	Topic	Assignment
#1 Mon 3/27	I. Introduction to Course	Review Syllabus
	II. Introduction to Health Risk Assessment	
Wed 3/29	III. <u>HRA Tool #1: Education</u> OSU Student Wellness Center HRA Guest Speaker: Karen Donnelly, MPH Wellness Coordinator - Purpose, tool, method, results, - Instructions for completion/evaluation of OSU Student Wellness Center HRA	Course Packet: Health Risk Appraisal Alexander (5-8) Changing Role of the Individual in Health Kemper (201-204) Communicating Health Assessment Information Stiles (95-100) HRA in the Educational Setting Rager & Ritzert (223-232) Textbook: Core Concepts in Health Chapter 1 Bring your calendar to schedule your appointment at OSU SWC
#2 Mon 4/3	I. Introduction to Health Risk Assessment – continued	Complete HRA Tool #1: OSU Student HRA on-line. Begin follow up appointments as scheduled at OSU Student Wellness Center in RPAC
	II. Context: Role of Health Educator as Communicator and Resource	Course Packet Cost Effectiveness of Health Promotion Riedel (111-118) Reliability and Validity of HRAs Edington, et al (135-141) HRA at the Worksite Terry et al (207-215) HRA in Office-based Clinical Practice Early & Kligman (217-221) HRA Within Managed Care Organizations Frammer et al (233-242)
Wed 4/5	III. Health Behavior Change Theory for HRA: Individual and Interpersonal Level – Review and integration	Follow up Appointments: OSU Student HRA at OSU Student Wellness Center in RPAC
	IV. Health Education Session - Process, intervention, feedback, outcome	Complete HRA Tool #2: OSU Faculty/Staff Personal Health Assessment on-line
	IV. Locating, Evaluating, Assembling Health Education Information and Resources	
#3 Mon 4/10	I. Topic: Cardiovascular Disease - Data, research, resource materials/websites, talking points - Role play	Textbook: Core Concepts in Health Chapter 12 Follow up Appointments: OSU Student HRA at OSU Student Wellness Center in RPAC
Wed 4/12	II. <u>HRA Tool #2: Managed Care/Worksite</u> Guest Speaker: Kim Kivimaki, Health Plan Compliance Manager, OSU Managed Care - Purpose, tool, privacy/security, components, method, results	Follow up Appointments: OSU Student HRA at OSU Student Wellness Center in RPAC
#4 Mon 4/17	I. Topic: Cancer	Notebook: Cardiovascular Section Complete HRA Tool #4: Oswald Companies Health Risk Assessment paper/pencil
Wed 4/19	II. <u>HRA Tool #3 Online: GO TO</u> Prior Health Sciences Library Computer Lab 4 th Floor	Complete Follow up Appointments: OSU Student HRA at OSU Student Wellness Center in RPAC by 4/21
	III. Mid term Review	

#5 Mon 4/24	I. Mid Term	
Wed 4/26	II. Topic: Nutrition	Textbook: Core Concepts in Health Chapter 9 Notebook: Cancer Section
#6 Mon 5/1	I. Topic: Physical Activity and Weight	Textbook: Core Concepts in Health Chapters 10 and 11
Wed 5/3	II. <u>HRA Use/Health Coaches</u> Guest Speaker: Steve Frank, BS, MRC, Director Health Advising Division, Harris Health Trends - Use of HRA and Health Coaches	Written Assignment: Individual Evaluation of OSU Student Wellness Center HRA tool and process
#7 Mon 5/8	I. <u>HRA Tool #4: Worksite</u> Guest Speaker: Ellen Turner, CHES Administrative HMS Coordinator, The Oswald Companies - Purpose, process, outcome - Feedback: completed HRA reports	Notebook: Nutrition, Physical Activity and Weight Section
Wed 5/10	II. Topic: Tobacco	Textbook: Core Concepts in Health Chapter 8
#8 Mon 5/15	I. HRA Use: Worksite and Community Setting Guest Speaker: Jill Hamilton, Fitness/ Wellness Supervisor Dublin Community Recreation Center - HRA purpose, responses, risk comparison	Individual: HRA Tool Analysis, Evaluation, and Comparison.
Wed 5/17	II. Topic: Stress	Textbook: Core Concepts in Health Chapters 2 and 3
#9 Mon 5/22	I. Clinical Skills Session: HRA Follow Up Health Education Session at Clinical Skills Center Group A: Last name A through Do Group B: Last name Dr through H	Notebook: Tobacco or Stress Section
Wed 5/24	II. Clinical Skills Session: HRA Follow Up Health Education Session at Clinical Skills Center Group C: Last name J through Pe Group D: Last name Pu through W	Notebook: Personal Reflection Section
#10 Mon 5/29	Memorial Day Holiday	
Wed 5/31	In-class group work: discussion of HRA tool evaluation and process- what does/does not work	Final Project: Simulated Health Education Session
#11 Mon 6/5	Final Session/Wrap up	Completed Report: HRA Tool Analysis, Evaluation, Comparison

*Class Topics and Assignments are subject to change, with proper notice to students.

Statement of Student Rights

Any student with a documented disability, who may require special accommodations, should identify him/herself to me as early in the quarter as possible to receive effective and timely accommodations. I will give help to anyone who needs special assistance in this area. I will fully accommodate a student whose rights are protected under the American Disabilities Act. If you are a student with a disability, speak with me as soon as possible to make special arrangements.

Mutual Expectations:

- An optimal learning environment exists when you and I establish a relationship of mutual respect and trust and meet expectations.
- In this climate, knowledge can be shared and creativity encouraged. You can expect me to be knowledgeable, prepared, enthusiastic, respectful, responsive, flexible, reasonably available, sensitive, fair and ethical.
- I expect you to be courteous, respectful, and responsible in class, to arrive on time for class, to be present and attentive for the entire class period.
- I expect you to come prepared for class, complete assignments on time, participate actively and fully in the learning process, seek knowledge, communicate effectively and question and challenge existing thought.

Course Policies

If you are unavoidably delayed or must be absent, you are expected to send an email (kennedy.221@osu.edu) or make a phone call (292-7445) to me BEFORE the absence and provide the reason for the absence. I may require an excuse.

You should arrange to obtain and understand any material covered during an absence and bring any need for special consideration to my attention.

Turn off cell phones and pagers during class time. You may lose 5 participation points per occurrence for failure to turn off cell phones and pagers.

Complete and hand-in assignments IN CLASS ON OR BY THE DESIGNATED DUE DATE and take examinations as scheduled. Ten percent of the total points will be deducted for each day an assignment is late. If an examination is missed (which is highly discouraged) you must arrange to complete the examination within 48 hours and to take the examination within 72 hours of the actual examination date. In order to make up the examination, you must give **prior notice that you will miss the exam** It is your responsibility to contact me to make arrangements. I will handle emergencies on an individual basis and require appropriate documentation.

Academic Integrity

Academic integrity is expected of all students at all times. Academic misconduct is defined as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process. Academic misconduct of any kind will not be tolerated. Any suspected violation of The Ohio State University Codes of Conduct will be reported as stipulated in The Ohio State University Committee on Academic Misconduct Procedures and Rules governing courses and curricula.

Strategic Media Planning—COM 545
Spring 2006

Dan Steinberg

E-mail: steinberg.28@osu.edu

Office: 3142B Derby Hall, Phone: 247-6005

Office Hours: TTh from 11 am to 12:15 pm and by appointment

(E-mail is my preferred method for receiving and returning “simple or quick” messages. Please ***do not*** leave voice mail messages regarding class assignments, class concerns or absences.)

Introduction and Objectives

This course is an introduction to media planning for students interested in careers in advertising, public relations and other forms of strategic communication.

The course focuses on:

- Challenges facing media buying specialists;
- Basic concepts involved in buying and planning in traditional and new media;
- Data sources used in the process of strategic media analysis;
- Basic elements of a strategic media plan involving advertising/PR;
- Tactical and strategic concerns in creating media plans.

The objectives of this class are to:

- Cover in detail the many formats that a media planner will need to know and practice. These media-specific analyses will encourage you to think about the implications for planning for different media. Research will be presented and practiced in order for you to learn how to analyze situations, organizations and publics.
- Provide the necessary strategic principles that media planners will need to master in order to establish goals and objectives, formulate action and response strategies and use effective research to create a media plan.
- Cover extensively the communication tactics necessary to know in order to implement a strategic advertising and public relations plan as well as evaluate the success or failure of your plan.
- Provide you with an accurate simulation of “real-life” demands on media planners, beginning with basic marketing formats before moving on to more sophisticated media or combinations of media.

Text

Advertising Media Planning, 6th Edition

by Jack Z. Sissors, Roger Baron

McGraw Hill

Media Planning Workbook, Fifth Edition

By William B. Goodrich, Jack Z. Sissors

McGraw Hill

You should bring a calculator to class every day there are assignments due.

Grading and Requirements

Midterm:	25%
Final:	35%
Assignments—in class and homework	20%
Oral participation/attendance	10%
<u>Unannounced quizzes</u>	<u>10%</u>
Total	100%

The midterm and final exams will cover material in the text and material discussed in class. The purpose of these exams is to evaluate how much you have learned about the fundamentals and values of writing for integrated marketing communication materials. At the same time, your ability to apply theoretical knowledge will also be tested.

The Media Planning Workbook includes assignments, some that will take 10 minutes, others that will take longer, that you will complete in class or at home. **You must bring your workbook AND A CALCULATOR to class as outlined. Not every assignment will be turned in to me. You must be in class the day the assignment is due to earn credit for the assignments. Assignments are only accepted in class when they are due.**

From time to time, I will give a quick quiz just to check your understanding of the material. These quizzes will be unannounced and cannot be made up. If you miss the day of a quiz you get a zero on the quiz.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Course Schedule

(The following topics are an approximation of what will be discussed each week. Tests and assignments, however, will occur on the dates below.)

Week	Date	Topic(s)	Readings	Test/Assigned/Due
1	3/28	Introduction to Media Planning	Introduction Ch. #1	
	3/30	General procedures/problems in media planning		
2	4/4	Media objectives/competitive & target analysis strategy	Ch. #2-4	Goodrich #1, 2
	4/6	Basic Measurements/Interpretations		Goodrich #7
3	4/11	<i>Guest Speaker—media buying</i>		
	4/13	Reach and Frequency	Ch. #5	Goodrich #9, 11
4	4/18	What media planners need to know	Ch. #6	
	4/20	Strategic Planning	Ch. #7 and 8	Goodrich #12
5	4/25	MIDTERM		MIDTERM
	4/27	<i>Class cancelled</i>		
6	5/2	Comparing Media Uses	Ch. #9-10	
	5/4	Principles of Planning Media Strategies		Goodrich #15
7	5/9	<i>Class cancelled</i>		
	5/11	Selecting/Evaluating Media Vehicles	Ch.#11	Goodrich #22
8	5/16	Media Costs/Buying Problems	Ch. #12	
	5/18	Setting and Allocating Budgets	Ch. #13	Goodrich #26
9	5/23	<i>Guest Speaker—Media Buyer</i>		
	5/25	Test marketing/Media Planning	Ch. 14	Goodrich #27
10	5/30	<i>Final Review</i>		
	6/1	FINAL		FINAL

Public Opinion and Communication
JCOM 620
WI 2006

Dr. Gerald Kosicki

3138 Derby Hall

Tel.: 292-9237

E-mail: kosicki.1@osu.edu

Office hour for Dr. Kosicki: 1-2 Tuesdays and Thursdays, and by appointment.

Assistant: Mr. S.J. Min

3041 Derby Hall

Tel.: 893-6367

E-mail: min.66@osu.edu

Office hours for SJ Min: 11-2:30 Tuesdays and Thursdays and by appointment.

Classroom: 0100 Ramseyer Hall

Call No. 05129-1

5 Credits

2:30-4:18 Tuesdays and Thursdays

This is a basic course in public opinion and communication. We will be studying the nature of public opinion and its relationship to communication and governance. We will examine the theoretical and applied literature of public opinion, mainly but not exclusively from a social psychological perspective. We will be reading and talking about ways that public opinion is perceived, measured and acted upon by society. Relationships among public opinion and media are particularly stressed, but other political and social-psychological variables are examined. Of special interest is the central role of public opinion in governance of contemporary democratic society.

Course requirements:

The course will be conducted in a lecture and discussion format. You will need to participate actively in order to get maximum benefit from the course. This means you will need to come to the class, stay for the entire period, and be prepared for it by reading the assigned materials in advance. This is very important.

Required readings:

Glynn, C.J., Herbst, S., O'Keefe, G.J., Shapiro, R.Y., & Lindeman, M. (2004). *Public opinion*, 2nd Ed. Boulder: Westview Press.

Many weeks have supplemental required readings. These can be accessed easily through the OSU Library's Electronic Journal Center. To reach the EJC, point your browsers to www.library.osu.edu. If you are off campus, you will need to log in. You can read the materials on line, download a .pdf file to your own computer [recommended], or print the file if you wish.

Web site:

We are building a course web site using Carmen, the university's new course web site package. Eventually you will find there the syllabus, course announcements, handouts, grades and other useful web-links and materials. I will let you know when it's ready. When it is you will be able to access it at www.telr.osu.edu/Carmen/.

Exams:

You will have one mid-term exam and one final exam. The midterm will be completed in class. The final exam will be in a take-home format.

Papers:

You will also write two short [3-4 page] papers during the term. These will be due between weeks three and ten. I will explain the expectations about the nature of the papers during the first weeks of the term and some instructions will be posted on the course website. In general, however, the papers will be short, thoughtful summaries and critiques of one week's readings.

Debates:

Each of you will participate in a debate about an enduring issue in the study of public opinion. Details about this assignment will be made available in class and in writing. Each of you will also summarize your arguments in the case in a brief 5-page paper to be turned in within two weeks of the completion of your debate. I will meet with each debate team to discuss the case with you.

Grading:

Midterm: 25%

Final Exam: 25%

Papers: 20%

Debate [including debate paper]: 30%

Graduate students: Should consider registering for Comm 620H or Comm 813.

Academic Misconduct:

All students at the Ohio State University are bound by the Code of Student Conduct (see http://studentaffairs.osu.edu/resource_csc.asp). Suspected violations of the code in this class, especially pertaining to 3335-23-04 Section 1 on Academic Misconduct, will be taken through the procedures which the university has set up to deal with violations of the code. Academic misconduct is any activity that compromises the academic integrity of the institution and subverts the educational process.

NOTE:

This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and seeking assistance in a timely manner. Any student who feels he/she may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs, or contact the office for disability services at 292-3307 in Room 150 Pomerene Hall to coordinate your documented disabilities.

Class schedule and assignments

Week 1, January 3, 5

- Course and instructor introduction
- Syllabus and course requirements
- Uses of public opinion and public opinion research
- The industry of public opinion
- Controversies in the study of public opinion
- Web and other resources for studying public opinion

What is public opinion?

Can it be measured with polls?

Forms of democracy and the roles of public opinion

What are the classic problems of democracy and public opinion?

Glynn, et al., Chapter 1: The meanings of public opinion, pp. 3-33.

Binkley, R.C. (1928). The concept of public opinion in the social sciences. *Social Forces*, 6, 3, pp. 389-396. [Available through JStor at OSU Libraries.] Stable URL:
<http://links.jstor.org/sici?sici=0037-7732%28192803%296%3A3%3C389%3ATCOPOI%3E2.0.CO%3B2-W>

Week 2, January 10, 12

History of public opinion, communication and governance

Is there a crisis of democracy?

Glynn, et al., Chapter 2: History of public opinion, pp. 35-71.

Pearson, S.A. (2004). Public opinion and *The Pulse of Democracy*. *Society*, 42, 1, pp. 56-71. [Available through OSU Libraries through Electronic Journal Center. Use "Sociological Collection" to find the .pdf file.]

Bryce, James. (1888). *The American Commonwealth* Vol. II. Indianapolis: Liberty Fund. Chapter 84, The tyranny of the majority. This can be accessed at the Online Library of Liberty at:
http://oll.libertyfund.org/Texts/LFBooks/Bryce0057/AmericanCommonwealth/0004-02_Bk.html#hd_1f004.2.head.070

Week 3, January 17, 19

Observing and measuring public opinion

- Content analysis
- Historical methods
- Focus groups
- Experiments
- Mass observation
- Survey research
- Deliberative polling

Glynn, et al., Chapter 3: Methods for studying public opinion, pp. 73-115.

Darnton, R. (2004). Mademoiselle Bonafon and the private life of Louis XV: Communication circuits in Eighteenth-Century France. *Representations*, 87, 102-124. [Available from OSU Library's Electronic Journal Center.]

Bai, M. (2004). Going deep with Iowa's meta-voters. *The New York Times Magazine*, January 18, 2004, pp. 34-39. [Available from OSU Libraries in the LexisNexis Database.]

Zukin, Cliff. Sources of Variation in published Election Polling: A Primer. American Association for Public Opinion Research. Online Resource. <http://www.aapor.org/pdfs/varsourcesource.pdf>

To become familiar with the research technique of "mass observation," you can visit the Mass Observation web site at <http://www.massobs.org.uk/introduction.html>.

Media Tenor: A leading international firm that specializes in content analysis is <http://www.mediatenor.com/>

Learn more about survey research from www.aapor.org or www.cmor.org

For more on deliberative polling, see the Center for Deliberative Democracy at Stanford University: <http://cdd.stanford.edu/index.html>

Week 4, January 24, 26

Public opinion quality

Issues in democratic competence

Glynn, et al., Public opinion and democratic competence, pp. 283-354.

Converse, P.E. (2000). Assessing the capacity of mass electorates. *Annual Review of Political Science*, 3, 331-53. [Available from OSU Library's Electronic Journal Center.]

Week 5, January 31, February 2

Midterm Exam January 31.

Improving opinion quality through public deliberation
The deliberative poll

Delli Carpini, M.X., Cook, F.L. & Jacobs, L.R. (2004). Public deliberation, discursive participation, and citizen engagement: A review of the empirical literature. *Annual Review of Political Science*, 7, 315-44. [Available through OSU Library's Electronic Journal Center.]

Week 6, February 7, 9

Debates 1 and 2, February 7

Debates 3 and 4, February 9

Week 7, February 14, 16

Media and public opinion: Agenda-setting, media priming and framing

Glynn, et al., Communicating with the public, pp. 381-415.

Kinder, D.R. (1998) Communication and opinion. *Annual Review of Political Science*, 1, 167-197.

Week 8, February 21, 23

Debates 5 and 6 on February 21

Public opinion and public policy

Glynn, et al., Public opinion and policymaking, pp. 355-404.

Week 9, February 28, March 2

Campaign contexts

Glynn, et al., Communicating, campaigning and the public, pp. 405-475.

Week 10, March 7, 9

Public opinion and technological development

Personalized communication environments and public opinion

Technologies for public deliberation and consultation

Some possible futures for the use and study of public opinion

Glynn, et al., Looking ahead, pp. 477-480.

Knowledge Networks. The Decision makers guide to online research.

<http://www.knowledgenetworks.com/info/insight/Decision-Guide-Online-Research-2005.pdf>

America Speaks. (2004). Millions of voices: A blueprint for engaging the American public in national policymaking.

http://www.americaspeaks.org/resources/library/as/pubs/millions_of_voices_1104.pdf

America Speaks. Approaches to public engagement

http://www.americaspeaks.org/library/del_methods_matrix_as.pdf

Lukensmeyer, C. & Brigham, S. (2002). Taking democracy to scale: Creating a town hall meeting for the 21st Century. National Civic Review.

http://www.ncl.org/publications/ncr/91-4/ncr91-4_chapter6.pdf

National Issues Forum. Discussion Guide: Democracy's challenge: Reclaiming the public's role.

http://www.nifi.org/stream_document.aspx?rID=5133&catID=6&itemID=5132&typeID=8

Exam Week

Take-home final exam due no later than Thursday, March 16, at 2:30 p.m.

**Communication 650:
Investigating Communication through Interactive Technologies**

Spring 2007 Syllabus

Instructor:	Dr. Chad Mahood	Lecture Time:	T / TH 2:30 - 4:18
Office:	3045E Derby Hall	Lecture Location:	JR 342
Office Hours:	T / TH 4:30 - 5:30		
Email:	mahood.7@osu.edu		

Course Objectives

In this class students will design a quantitative research study on a communication topic of their choosing, use interactive communication technologies to study that topic, collect data to test their ideas, and compile a research report on their findings. Over the course of the quarter this class will (1) familiarize students with the basic methodologies used in quantitative communication research, (2) examine several published research articles on specific new communication technologies (the exact articles will be partially determined by the interests of the students), and (3) devote significant class time to group research projects conducted by the students.

Required Readings

All reading for this class will be made available electronically through the CARMEN system (<http://carmen.osu.edu>).

Grading

Your grade for this course will be based on 2 exams, 8 homework assignments, completion of the CITI Course on The Protection of Human Research Subjects, a group presentation of a research project, a final paper on that project, and participation in communication research studies announced by the instructor.

The weighting of each component is as follows:

Exam #1	20%
Exam #2	15%
Homework Assignments	10%
CITI Course	10%
Group Presentation	10%
Final Paper	30%
<u>Research Participation</u>	<u>5%</u>
Total	100%

Course Policies

Exams:

All exams are to be taken in class on the designated exam dates. No early or late exams are allowed except in the case of an extreme emergency. In the rare event that an emergency arises, it is your responsibility to do the following. First, you must inform the instructor of the emergency BEFORE the scheduled exam time. Second, you must provide the instructor with written documentation of the emergency (e.g., a medical note from a certified physician).

Homework Assignments:

Prior to each class where a published research article has been assigned as a class reading you will be required complete a homework assignment on that article and bring it to class (refer to the Tentative Course Schedule at the end of this syllabus). The purpose of these homework assignments is to foster in-class discussion. Therefore, you will ONLY receive credit for each assignment if you attend class that day. With the exception of an emergency, credit for homework assignments will NOT be given without attendance.

CITI Course:

The Ohio State University requires that all research on human participants, such as asking them to complete a survey or be in an experiment, be conducted by individuals that have an extensive understanding of the rights of human participants. As such, anyone conducting a study on human participants must first complete the CITI Course on The Protection of Human Research Subjects. This course can be found at: <http://www.citiprogram.org/>. In order to receive credit for completing this course you must print out a "Certificate of Completion" and turn it in to the class instructor.

Research Project Presentation and Paper:

The most important and significant part of this class is to test an original research idea conceived independently by your research group (with a little help from the class instructor). Although students are encouraged to do as much independent thinking as possible to come up with this original research idea, there are a few restrictions. First, the research project must involve the use of communication technology in some way. Second, a quantitative content analysis, survey, or experimental methodology must be used. Students will work on this project all quarter long but will only be graded on this project in two ways. First, each research group will give a group presentation on their findings to the class. This will account for 10% of your overall grade and every group member will get the same grade. Second, each group member will write a 10-page paper on this project worth 30% of your grade. Unlike the presentation, the papers will be written independently and graded independently of the rest of the group. Specific guidelines for the presentation and paper will be provided later in the course.

Research Participation:

A few times throughout the quarter you will be given the opportunity to participate in a research study. These studies are conducted by both faculty and graduate students in the School of Communication and will allow you to experience communication research first-hand. It is not yet known how many hours of research you will be asked to participate in but this number will NOT exceed 2.5 hours. More information on the research participation requirement will be given later in the quarter.

Students with Disabilities:

If you are a student with a disability and would like to discuss special academic accommodations, please contact the instructor as early as possible during the quarter. Also, please contact the office for disability services at 292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Academic Dishonesty:

Academic dishonesty on any course assignment will result minimally in receiving zero points on that assignment and may also lead to further disciplinary action. Students should also familiarize themselves with the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp). Instances of misconduct will be prosecuted through the appropriate university channels.

Tentative Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments</u>
T 3-27	Introduction		
TH 3-29	Overview of Basic Methodology	S&S: Intro	Begin CITI Course
T 4-3	Overview of Content Analyses	Frey et al.: 236 - 243 Smith et al. (2003)	Homework #1
TH 4-5	Overview of Surveys	Frey et al.: 198 - 213 A&D (2000) Study 1	Homework #2
T 4-10	Overview of Experiments	Frey et al.: 169 - 182 A&D (2000) Study 2	Homework #3
TH 4-12	Exam #1		
T 4-17	Comm Tech Special Topic	TBA	Homework #4
TH 4-19	Comm Tech Special Topic	TBA	Homework #5
T 4-24	Comm Tech Special Topic	TBA	Homework #6
TH 4-26	Comm Tech Special Topic	TBA	Homework #7
T 5-1	Comm Tech Special Topic	TBA	Homework #8
TH 5-3	Exam #2		
T 5-8	Lab Work on Group Project		
TH 5-10	Lab Work on Group Project		
T 5-15	Lab Work on Group Project		
TH 5-17	Lab Work on Group Project		
T 5-22	Lab Work on Group Project		
TH 5-24	NO CLASS		
T 5-29	Group Presentations (and FINAL PAPER DUE at the start of class)		
TH 5-31	Group Presentations		