

## SOCI 380

### Sociological Methods: Survey Research

Instructor: Jennifer Dengate

Buchanan D217

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M/W/F 10:00-1:00

**Course Description and Objectives:** This course is designed to give students a hands-on understanding of the steps involved in designing and administering a survey to collect and analyze sociological data. The objective is to guide students through the survey process from the identification of the research problem to data collection, analysis, and finally, publication.

Though the entire survey process is covered, the course material will strongly emphasize the steps leading up to data analysis. We will primarily focus on the development of research and survey questions, including the conceptualization and operationalization of measures. We will also learn how to properly format questionnaires, understand sampling approaches, and explore options for pilot testing the surveys prior to data collection.

Students will identify their own research problem, develop a research question, and then design a survey to answer this question (detailed guidelines will be provided). Students will begin working on their final survey project immediately and continually, as the weekly lessons are designed to support the completion of the project, step-by-step. Class time will be set aside for us to all work together and give each other feedback for revisions. Class attendance and participation is, therefore, crucial for the success of this course.

Students will administer their completed surveys to a small convenience sample, analyze their results, and write a brief report.

There will also be 2 multiple choice quizzes based on the textbook and lecture material.

#### **Required Text/Readings:**

Guppy, Neil, and George Gray. 2008. *Successful Surveys: Research Methods and Practice, Fourth Edition*. Thomson Nelson: Toronto.

Roberts, Lance, Tracey Peter, and Jennifer Dengate. 2011. "Flourishing in Life: An Empirical Test of the Dual Continua Model of Mental Health and Mental Illness among Canadian University Students." *International Journal of Mental Health Promotion* 13, no. 1: 13-22.

## **Schedule:**

### Week 1

Class 1: July 5<sup>th</sup>

- Course overview; introduction to survey research
- Readings (for July 7<sup>th</sup> class): Text chapters 1-4 and 7 (don't worry, they're pretty short)

Class 2: July 7<sup>th</sup>

- Research ethics; identifying and developing the research problem/question & defining variables
- Survey project guidelines and expectations will be presented
- **Workshop #1:** Time to work through TCPS 2: CORE tutorial; begin narrowing down and identifying your research problem and question (for brief research statement)
- Readings: Text chapters 1-4 and 7

### Week 2

Class 3: July 10<sup>th</sup> (\*\*\*)come to class with your research problem/question identified)

- Defining variables, cont'd; sampling; operationalizing/measuring concepts and developing good questions/measures
- **Workshop #2:** Use this time to finish CORE (if necessary); finalize your research question (brief research statement); and begin developing your survey questions
- Readings: Text chapters 6, 8 and 11

**\*\*\*Must present me with a copy of your TCPS 2: CORE completion certificate AND brief research statement by the end of next class (July 12<sup>th</sup>)**

Class 4: July 12<sup>th</sup>

- **Hand in brief research statement (1/2 – 1 page)/provide proof of TCPS 2: CORE completion**
- Measuring concepts and developing good questions/measures (cont'd)
- Survey activity – a.k.a. learning from Jen's mistakes
- **Workshop #3:** Continue to work on your draft survey questions
- Readings: Text chapters 6 and 8

**\*\*\*Bring 3 clean copies of your draft questions to the next class (July 14<sup>th</sup>) – 1 for me; and 2 for the pre-test exercise**

Class 5: July 14<sup>th</sup>

- **Quiz #1 (20%)\*\*\*bring a pencil**
- **Hand in draft survey questions (10%)**
- **Workshop #4:** Trade your draft list of survey questions with 2 fellow classmates to identify problems for revision (do not record each other's names)

Week 3

Class 6: July 17<sup>th</sup>

- Questionnaire format; instrument pre-testing
- **Workshop #5:** Continue to revise your questions based on classmates' comments/text/lecture material; and begin putting your full survey together (properly formatted)
- Readings: Text chapter 9

**\*\*\*Prepare 2 blank copies of your *full revised* survey & consent form for the July 19<sup>th</sup> class to exchange with classmates**

Class 7: July 19<sup>th</sup>

- Instrument pre-testing - cognitive interviewing
- **Workshop #6:** Pilot test your *full revised* surveys (exchange with classmates and complete each other's – **have them complete the consent form and hand in to me; only assign an ID# on survey**); cognitive interviewing activity - identify any remaining question/formatting problems that need to be fixed so that you can **start collecting your data next class (you will need your own results for upcoming analysis workshops)**
- Readings: Text chapter 9

**\*\*\*Bring blank copies of your final survey + consent form to our next class (July 21<sup>st</sup>) to begin data collection (you will need a final sample size of 10); and hand in one blank copy for me to grade**

**\*\*\*Also bring the 2 pilot surveys filled out by your classmates to the next class (July 21<sup>st</sup>) – they must be handed in to me.**

Class 8: July 21<sup>st</sup>

- Survey interviewing; focus groups
- **Workshop #7:** Data collection! Finally! Administer consent forms + surveys to classmates ☺
  - **Remember - no names - ID# only on surveys**
- Readings: Text chapter 10
- **Hand in completed pilot test surveys, signed consent forms + blank copy of your final survey to me (15%)**

Week 4

Class 9: July 24<sup>th</sup>

- Qualitative analysis for open-ended questions
- **Workshop #8:** Practice qualitative analysis/interpretation of open-ended responses/finish administering your surveys to classmates (if necessary); **hand in any additional signed consent forms to me**

Class 10: July 26<sup>th</sup>

- Basic quantitative analysis techniques (univariate descriptive statistics)
- Readings: None!
- **Workshop #9:** Begin analyzing your own collected data

Class 11: July 28<sup>th</sup>

- Basic quantitative analysis techniques (bivariate statistics)
- **Workshop #10:** Continue analyzing your own collected data
- Readings: Text chapter 13 and...

Roberts, Lance, Tracey Peter, and Jennifer Dengate. 2011. "Flourishing in Life: An Empirical Test of the Dual Continua Model of Mental Health and Mental Illness among Canadian University Students." *International Journal of Mental Health Promotion* 13, no. 1: 13-22.

Important Note: Chapter 13 of your text and the "Flourishing" article are for your information only and to help you with your final results report – the material from the chapter/article will not appear on Quiz #2. Quiz #2 will only include text chapters 9-10 and the lecture material covered after Quiz #1; and you **will not** have to perform any mathematical calculations.

## Week 5

Class 12: July 31<sup>st</sup>

- Data entry and SPSS analysis (**Buchanan computer lab**)
- Readings: Text chapter 13

### **OR**

- Free class to work on your data analysis/get help

Class 13: August 2<sup>nd</sup>

- **Quiz #2 (20%)\*\*\*bring a pencil**
- Translating survey results into “discussion”
- Review of result report guidelines and expectations
- **Workshop #11:** Continue analyzing your data; begin work on final results report

Roberts, Lance, Tracey Peter, and Jennifer Dengate. 2011. “Flourishing in Life: An Empirical Test of the Dual Continua Model of Mental Health and Mental Illness among Canadian University Students.” *International Journal of Mental Health Promotion* 13, no. 1: 13-22.

Class 14: August 4<sup>th</sup>

- Bigger implications of quantitative survey results (strengths/limitations; linking back to the literature; policy suggestions; future research)
- **Workshop #12:** Work on your final results report

## Week 6

August 7<sup>th</sup>      \*\*\*Civic Holiday: B.C. Day – No Class\*\*\*

Class 15: August 9<sup>th</sup>

- Bigger implications of qualitative/open-ended survey results (strengths/limitations; linking back to the literature; policy suggestions; future research)
- **Workshop #13:** Continue working on your final results report

**\*\*\*All 10 surveys completed by your classmates must be handed in to me by next class (August 11<sup>th</sup>) at the very latest.**

Class 16: August 11<sup>th</sup>

- **Final result report due (25%)**
- **\*\*\*Return any remaining surveys/consent forms completed by your classmates to me**
- Send off

### **Course Requirements:**

Class attendance - 10%

Draft survey questions - 10%

Final surveys - 15%

Quizzes – 2 x 20% = 40%

Final Survey Results Report - 25%

*Peer collaboration is essential to your success so it is imperative that you attend class and work with your classmates during the workshops to revise and improve your questions and surveys. **Please bring your laptops and necessary materials to work in class. I do not post my lecture slides online so if you are absent, you will have to ask one of your peers for notes.***

### UBC Grade Scale

Percentage (%)	Grade	Percentage (%)	Grade
90-100	A+	68-71	B-
85-89	A	64-67	C+
80-84	A-	60-63	C
76-79	B+	55-59	C-
72-75	B	50-54	D

A score below 50% is considered failing

### **Academic Policies** (adapted from UBC Academic Regulations)

It is your responsibility to catch up on any missed material should you be absent from class. When attending class, be respectful; do not leave unnecessarily or hold unrelated conversations (or cause disturbances for your classmates), and please refrain from using cell phones and computers for non-class related reasons. Disruptions may result in your being asked to leave the room.

The University does recognize special circumstances and these will be respected. Students with disabilities may arrange alternative procedures and students with religious obligations that conflict with assignments can be accommodated. Other commitments may also be considered. It

is the student's responsibility to contact the appropriate University Office (e.g., Arts Advising) to document your circumstances.

All course grades are final. You are welcome to review assignments/tests with me but only for the purposes of academic growth.

Please review the other Academic Regulations: <http://students.ubc.ca/calendar>

Please feel free to contact me at any time during the term with questions, comments, and concerns you may have about the course material.