

Soc 752: Measurement and Questionnaires for Survey Research
(Questionnaire Design)
Revised 2017.09.06

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COURSE DESCRIPTION: This course provides an introduction to the conceptual issues raised by conducting measurement using self-reports in surveys, an overview of the literature that addresses theoretical and practical problems in questionnaire design, and practice in developing, reviewing, and writing standardized questions and questionnaires. Particular attention is paid to recent work that draws on cognitive psychology to inform designing standardized instruments. The course is structured around the stages of instrument development: developmental interviewing, question writing, question testing, pretesting, and questionnaire formatting. Issues involved in telephone interviews and computer-assisted interviews will be considered at several points, but the assignments use face-to-face interviews with paper instruments. The material covered in this course is relevant for standardized measurement in many social research contexts in addition to surveys, such as laboratory experiments.

This course is pre-statistical in the sense that it considers issues that are dealt with before statistical analysis of data begins and in the sense that course assignments require no statistical analysis. The course provides conceptual and practical tools to use in planning and executing your own research. You do need to be able to read and interpret research that includes statistical analysis.

Lectures assume that you have completed the assigned readings before the lecture, and lectures do not systematically summarize the readings. The schedule of readings given here is fixed, regardless of how much the lectures appear to deviate from the schedule.

COURSE ASSIGNMENTS AND REQUIREMENTS: Course grades are based on 7 assignments. The assignments provide an opportunity to work on a single problem through most stages of questionnaire design. For the final project, you revise the assignments and prepare a final, complete, instrument. The reports required with the assignments must be written in a professional style. All instrument (questionnaire) drafts must also be typed, except that some complex grids may be printed neatly if your word processing skills so require; check with me first if you wish to do this.

Seven Graded Assignments. You select a topic. The assignments lead you through the steps of developing a complete, though limited, instrument on that topic. In addition, there is an assignment in which you construct a roster and one in which you design a split ballot experiment. I will hand out the instructions for all the assignments during the first week of class. Each instrument assignment requires drafting a small portion of an instrument, testing it in two interviews, revising it, and writing a brief report. In the last assignment you put the pieces of the questionnaire together into a complete instrument, pretest it, write a final report, and present a final proposal for a split ballot experiment. You must complete all assignments in order to receive a grade for the course.

Criteria for Evaluation. In evaluating class assignments I consider how well the work applies relevant concepts and findings presented in lectures and readings. The reports should explicitly refer to relevant results from the readings and show that you have read and understand the material; I consider how well

you deploy the readings when I grade the reports. In grading the instruments, I also consider the practicality, comprehensiveness, and creativity of the solution to the problem presented in the assignments. For the final report, I expect you to refer to research beyond that on the course syllabus. Finally, I take into account how well you present your solution--whether the presentation is organized, clear, and professional.

Class Participation. For some classes I will identify several articles to prepared for a class discussion. Come prepared to be called on if the discussion grows quiet! When articles are assigned for discussion, they are required but not formally graded. If your grade for the class as a whole is "borderline," I take contributions to class discussion into account in assigning the final grade.

Grading. I deduct a letter grade for each day an assignment is late. Assignments 1 and 2 each contribute 12.5% to your grade. Assignments 3, 4, 5, 6, and 7 (the final assignment) each contribute 15% to your grade.

No incompletes. All assignments must be completed on time.

Auditors. Auditors may sit in by arrangement with the instructor. Please formally register for this class as an auditor if possible

Human Subjects. This course involves exercises in which you develop a standardized instrument. As part of those exercises, you try out your instrument in approximately 2 interviews in each of several assignments. You must realize several things:

- You may conduct these interviews as part of the course without obtaining a separate approval for your research project from the IRB, as long as you do not disseminate the results of that research. If you plan to do so, as you might if your research is for your dissertation, you must notify me and, under the direction of the faculty advisor for your research, obtain IRB approval **before** beginning the interviews.
 - See the link about student research: <https://kb.wisc.edu/gsadminkb/page.php?id=29168>
- Regardless of whether you are conducting these interviews only as part of this course or to obtain knowledge that you will disseminate, you must complete CITI training. See information about this here: <https://kb.wisc.edu/gsadminkb/page.php?id=32559>
 - You must send me an email confirming that you have completed this tutorial by 20 September. The subject line must read: "soc752 - Confirming CITI Training."
- You must obtain informed consent (see below) from everyone you interview and protect their privacy. No information that would identify the person you interviewed should be attached to their answers.

Sensitive Data. Read about university policies and procedures for handling sensitive data:

http://www.ssc.wisc.edu/sscc/resources/sensitive_data.htm

Informed Consent. The following site provides information about informed consent: <https://kb.wisc.edu/sbsedirbs/page.php?id=57722> . Here is an excerpt:

Required Elements of Informed Consent

Regardless of the format of the consent process, consent documents **must** include the following Required Elements of Informed Consent:

- The study should be clearly identified as a (UW-Madison) research study.
- Include a description of the purpose of the study.
- Describe what the subject's participation will involve, including the estimated duration/time commitment.
- Any potential risks (and steps the researcher has in place to mitigate those risks). Those risks could include:
 - Sensitive topics, or questions that evoke an emotional response.
 - The risk of a breach of confidentiality.
- Any potential benefits:
 - There are typically **no direct benefits** to participating in minimal risk research.
- Steps to ensure confidentiality of research records:
 - A statement of who will have access to data, protection and security measures for data such as the use of pseudonyms, data encryption, password protection(s), and secure storage of all data including audio, video, and photos (as applicable).
- Any compensation:
 - Parking pass, gift cards, extra credit, etc.
 - Ensure that the amount or type of compensation is not coercive.
 - Compensation is not a benefit and should be listed in a separate section of the consent form.
- Whom to contact with questions:
 - PI/researcher(s):
 - Personal phone numbers should not be on research documents (see [IRB Guidance: Cell Phone Use for Research Purposes](#)).
 - IRB contact information as follows:
 - "If you are not satisfied with the response of the research team, have more questions, or want to talk with someone about your rights as a research participant, you should contact the Education and Social/Behavioral Science IRB Office at 608-263-2320."
- A statement that participation is voluntary:
 - Participants must have the ability to skip or decline to answer any questions and subjects can withdraw at any time.

READINGS: Readings average 80-100 pages each week.

Required readings. I ordered a few books at University Book Store. Some of the books are also on reserve in the Social Science Reading Room (SSRR) on the 8th floor of Social Science building. These are expensive books – though they have resale value. Buy only what you need.

Required book selections and articles. Articles and chapters from books that I did not order at the bookstore are not required are marked * in the course outline. These will be on electronic reserve. Sometimes copies of overheads will be given out in class; sometimes they will be available in the copy center or on electronic reserve. Sections in the syllabus marked ** are optional.

Required Books

Tourangeau, Roger, Lance Rips, and Ken Rasinski. 2000. *The Psychology of Survey Response*. Cambridge. ISBN: 0521576296

Willis, Gordon. 2015. *Analysis of the Cognitive Interview in Questionnaire Design*. New York: Oxford University Press. ISBN-13: 9780199957750 (paper), ISBN-10: 0199957754 (hardcover)

Or

Willis, Gordon. 2005. *Cognitive Interviewing: A Tool for Improving Questionnaire Design*. Thousand Oaks, CA: Sage. ISBN: 0761928049

Recommended

Aday, Lu A. and Llewellyn J. Cornelius. 2006. *Designing and Conducting Health Surveys: A Comprehensive Guide, 3rd Edition*. New York: Wiley. ISBN: 0787975605 (Cloth only).

Couper, Mick P. 2008. *Designing Effective Web Surveys*. Cambridge: Cambridge University Press. ISBN: 0521717949

Dillman, Don A., Jolene D. Smyth, and Leah M. Christian. 2014. *Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method, Fourth Edition*. New York: John Wiley & Sons. ISBN: 0471698687 (Cloth only)

Fowler, Floyd J. 1996. *Improving Survey Questions: Design and Evaluation*. Sage. (HN29 F67 1995)

Marsden, P. V. and J. D. Wright, Eds. (2010). *The Handbook of Survey Research, Second Edition*. Bingley, UK, Emerald Group Publishing Limited.

Presser, Stanley, Jennifer M. Rothgeb, Mick P. Couper, Judith T. Lessler, Elizabeth Martin, Jean Martin, and Eleanor Singer. 2004. *Methods for Testing and Evaluating Survey Questions*. ISBN: 0471458414

Saris, Willem E. and Irmtraud N. Gallhofer. 2007. *Design, Evaluation, and Analysis of Questionnaires for Survey Research*. New York: Wiley. ISBN: 0470114959 (cloth only).

Tourangeau, Roger, Frederick G. Conrad, Mick P. Couper. 2013. *The Science of Web Surveys*. New York: Oxford University Press. Paperback: ISBN-13: 978-0199747047, hardcover: ISBN-10: 0199747040

Additional Sources

The following additional sources may be useful.

Belson, William A. 1981. *The Design and Understanding of Survey Questions*. Aldershot, Hants, England: Gower.

- Belson, William A. 1986. *Validity in Survey Research*. Aldershot, Hants, England: Gower.
- Biemer, Paul and Lars Lyberg. 2004. *Introduction to Survey Quality*. Hoboken, New Jersey: Wiley
- Biemer, Paul P., Robert M. Groves, Lars E. Lyberg, Nancy A. Mathiowetz, and Seymour Sudman, eds., 1991. *Measurement Errors in Surveys*. New York: Wiley.
- Bradburn, Norman M., Seymour Sudman, and Associates. 1979. *Improving Interview Method and Questionnaire Design*. San Francisco: Jossey-Bass.
- Bradburn, Norman M., Seymour Sudman, and Brian Wansink. 2004. *Asking Questions: The definitive guide to questionnaire design*. Wiley.
- Cook, Claire K. 1986. *Line by Line: How to Edit Your Own Writing*. Houghton Mifflin.
- Couper, Mick P., Reginald P. Baker, Jelke Bethlehem, Cynthia Z. F. Clark, Jean Martin, William L. Nicholls II, and James M. O'Reilly, editors. 1998. *Computer Assisted Survey Information Collection*. New York: John Wiley and Sons.
- Fowler, Floyd J., and Thomas Mangione. 1990. *Standardized Survey Interviewing: Minimizing Interviewer-Related Error*. Newbury Park: Sage. (H61.28 F68 1990)
- Groves, Robert M, Paul P. Biemer, Lars E. Lyberg, James T. Massey, William L Nichols II, and Joseph Waksberg, editors. 1988. *Telephone Survey Methodology*. New York: Wiley.
- Groves, Robert M. and Mick P. Couper. 1988. *Nonresponse in Household Interview Surveys*. New York: John Wiley and Sons.
- Hippler, Hans J.; Schwarz, Norbert, and Sudman, Seymour, editors. 1987. *Social Information Processing and Survey Methodology*. New York: Springer-Verlag.
- Lyberg, Lars, Paul Biemer, Martin Collins, Edith de Leeuw, Cathryn Dippo, Norbert Schwarz, and Dennis Trewin. editors. 1997. *Survey Measurement and Process Quality*. New York: Wiley. (HA29 S843 1997)
- Maynard, Douglas W., Hanneke Houtkoop-Steenstra, Nora Cate Schaeffer, and Johannes van der Zouwen, editors. 2002. *Standardization and Tacit Knowledge: Interaction and Practice in the Survey Interview*. New York: John Wiley and Sons.
- Payne, Stanley. 1980. *The Art of Asking Questions*. Princeton, N.J.: Princeton University.
- Schwarz, Norbert and Sudman, Seymour, editors. 1992. *Context Effects in Social and Psychological Research*. New York: Springer-Verlag.
- Schwarz, Norbert and Sudman, Seymour, editors. 1994. *Autobiographical Memory and the Validity of Retrospective Reports*. New York: Springer Verlag.
- Schwarz, Norbert and Seymour Sudman, editors. 1996. *Answering Questions: Methodology for Determining Cognitive and Communicative Processes in Survey Research*. San Francisco, Jossey-Bass.

(HN29 A67 1996)

Stone, Arthur A., Jaylan S. Turkkan, Christine A. Bachrach, Jared B. Jobe, Howard S. Kurtzman, and Virginia S. Cain, editors. 2000. *The Science of Self-Report: Implications for Research and Practice*. Mahwah, New Jersey: Lawrence Erlbaum.

Sudman, Seymour, Norman M. Bradburn, and Norbert Schwarz. 1996. *Thinking about Answers*. San Francisco: Jossey-Bass. (HN29 S6915 1996 c.201)

Turner, Charles and Elizabeth Martin. 1992. *Surveying Subjective Phenomena*. Russell Sage.

Tanur, Judith M., ed. 1992. *Questions about Questions*. New York: Russell Sage. (Hn29 Q47 1992)

Topics and Readings

The course outline lists required readings. Readings marked * are on electronic reserve. I use the following abbreviations:

ASR American Sociological Review

JOS Journal of Official Statistics

JMR Journal of Marketing Research

SMR Sociological Methods and Research

JASA Journal of the American
Statistical Association

POQ Public Opinion Quarterly

SM Sociological Methodology

Weeks 1-2 -- Course Introduction and Measurement in Surveys

*Alwin, Duane F. 2010. "How Good Is Survey Measurement? Assessing the Reliability and Validity of Survey Measures." Pp. 405-34 in *Handbook of Survey Research, Second Edition*, edited by Peter V. Marsden and James D. Wright. Bingley, UK: Emerald Group Publishing Limited.

*Hox, Joop J. 1997. "From Theoretical Concept to Survey Question." Pp. 47-70 in *Survey Measurement and Process Quality*, edited by L. Lyberg, P. Biemer, M. Collins, E. de Leeuw, C. Dippo, N. Schwarz, and D. Trewin. N.Y.: Wiley-Interscience.

*Schaeffer, Nora Cate. 1991. "Conversation with a Purpose or Conversation? Interaction in the Standardized Interview." Pp. 367-391 in *Measurement Errors in Surveys*, edited by Paul P. Biemer, Robert M. Groves, Lars E. Lyberg, Nancy A. Mathiowetz, and Seymour Sudman. New York: Wiley.

*Saylor, Ryan. 2013. "Concepts, Measures, and Measuring Well: An Alternative Outlook." *Sociological Methods & Research* 42(3):354-91. doi: 10.1177/0049124113500476.

Weeks 3-4 – Question Development

The Response Process

Tourangeau, Roger, Lance Rips, and Ken Rasinski. 2000. *The Psychology of Survey Response*. Cambridge, Chapters 1, 2, 8.

Developmental Interviewing

*Brewer, Marilyn B. and Layton N. Lui. 1996. "Use of Sorting Tasks to Assess Cognitive Structures." Pp. 373-385 in *Answering Questions: Methodology for Determining Cognitive and Communicative Processes in Survey Research*, edited by Norbert Schwarz and Seymour Sudman. San Francisco, CA: Jossey-Bass Publishers.

*Schaeffer, Nora Cate, and Elizabeth Thomson. 1992. "The Discovery of Grounded Uncertainty: Developing Standardized Questions about Strength of Fertility Motivation." Pp. 37-82 in *Sociological Methodology 1992*, edited by Peter Marsden. Washington, DC: American Statistical Association.

*Spradley, James F. 1979. Steps 4-8, in *The Ethnographic Interview*. New York: Holt, Rinehart, and Winston. (Out of print.)

Weeks 5-8 -- Survey Questions: Overview

*Krosnick, Jon A. and Stanley Presser. 2010. "Questions and Questionnaire Design." Pp. 263-313 in *Handbook of Survey Research, Second Edition*, edited by Peter V. Marsden and James D. Wright. Biggleswade, UK: Emerald Group Publishing Limited.

Schaeffer, Nora Cate and Jennifer Dykema. 2011. "Questions for Surveys: Current Trends and Future Directions." *Public Opinion Quarterly* 75:909-961. Download from: <http://poq.oxfordjournals.org/content/75/5/909.full.pdf+html>

Schaeffer, Nora Cate and Stanley Presser. 2003. "The Science of Asking Questions." *Annual Review of Sociology* 29:65-88. Download from: <http://arjournals.annualreviews.org/eprint/rU4UOoizjRXROhijkRIS/full/10.1146/annurev.soc.29.110702.110112>

Weeks 5-8 (continued) -- Questions about Events and Behaviors

Questions about Events and Behaviors: Cognition and Memory

*Belli, Robert F. 1998. "The Structure of Autobiographical Memory and the Event History Calendar: Potential Improvements in the Quality of Retrospective Reports in Surveys." *Memory* 6(4):383-406.

*Holbrook, Allyson, Young I. Cho, and Timothy Johnson. 2006. "The Impact of Question and Respondent Characteristics on Comprehension and Mapping Difficulties." *Public Opinion Quarterly* 70(4):565-95.

*Levine, Linda J. and David A. Pizarro. 2004. "Emotion and Memory Research: A Grumpy Overview." *Social Cognition* 22(5):530-554.

*Loftus, Elizabeth F., Mark R. Klinger, Kyle D. Smith, and Judith Fielder. 1990. "A Tale of Two Questions: Benefits of Asking More Than One Question." *Public Opinion Quarterly* 54(3):330-345.

Questions about Events and Behaviors: Errors

*Dykema, Jennifer and Nora Cate Schaeffer. 2000. "Events, Instruments, and Reporting Errors." *American Sociological Review* 65(4):619-29.

*Miller, Heather G., James N. Gribble, Leah C. Mazade, Susan M. Rogers, and Charles N. Turner. 2000. "The Association Between Self-Reports of Abortion and Breast Cancer Risk: Fact or Artifact?" Pp. 123-42 in *The Science of Self-Report: Implications for Research and Practice*, edited by Arthur A. Stone, et al. Mahwah, New Jersey: Lawrence Erlbaum

Tourangeau, Roger, Lance Rips, and Ken Rasinski. 2000. *The Psychology of Survey Response*. Cambridge: Cambridge University Press. Chapters 4 and 5.

*Wright, Daniel B., George E. Gaskell, and Colm A. O'Muircheartaigh. 1997. "The Reliability of Subjective Reports of Memory." *European Journal of Cognitive Psychology* 9(3):313-23.

Questions about Events and Behaviors: Threatening Questions

*Kreuter, Frauke, Stanley Presser, and Roger Tourangeau. 2008. "Social Desirability Bias in CATI, IVR, and Web Surveys: The Effects of Mode and Question Sensitivity." *Public Opinion Quarterly* 72(5):847-65.

*Schaeffer, Nora Cate. 2000. "Asking Questions About Threatening Topics: A Selective Overview." Pp. 105-22 in *The Science of Self-Report: Implications for Research and Practice*, edited by Arthur A. Stone, et al. Mahwah, New Jersey: Lawrence Erlbaum.

*Tourangeau, Roger and Ting Yan. 2007. "Sensitive Questions in Surveys." *Psychological Bulletin* 133(5):859-83.

Tourangeau, Roger, Lance Rips, and Ken Rasinski. 2000. *The Psychology of Survey Response*. Cambridge: Cambridge University Press. Chapter 9.

*Yeager, David Scott and Jon A. Krosnick. 2012. "Does Mentioning "Some People" and "Other People" in an Opinion Question Improve Measurement Quality?" *Public Opinion Quarterly* 76:131-141.

****Questions about Events and Behaviors: Voting**

*Belli, Robert F., Michael W. Traugott, and Matthew N. Beckmann. 2001. "What Leads to Voting Overreports? Contrasts of Overreporters to Validated Voters and Admitted Nonvoters in the American National Election Studies." *Journal of Official Statistics* 17(4):479-98.

*Holbrook, Allyson L. and Jon A. Krosnick. 2013. "A New Question Sequence to Measure Voter Turnout in Telephone Surveys: Results of an Experiment in the 2006 ANES Pilot Study." *Public Opinion Quarterly* 77(S1):106-23. doi: 10.1093/poq/nfs061.

****Questions about Events and Behaviors: Other Questions**

*Belli, Robert F., William L. Shay, and Frank P. Stafford. 2001. "Event History Calendars and Question

List Surveys: A Direct Comparison of Interviewing Methods." *Public Opinion Quarterly* 65(1):45-74.

*van der Vaart, Wander. 2004. "The Time-Line As a Device to Enhance Recall in Standardized Research Interviews: A Split Ballot Study." *Journal of Official Statistics* 20(2):301-18.

Writing Questions

*Alwin, Duane F. and Brett A. Beattie. 2016. "The Kiss Principle in Survey Design: Question Length and Data Quality." *Sociological Methodology* 46(1):121-52. doi: 10.1177/0081175016641714.

*Fowler Jr., Floyd J. and Carol Cosenza. 2008. "Writing Effective Questions." Pp. 136-60 in *International Handbook of Survey Methodology*, edited by Edith D. de Leeuw, Joop J. Hox, and Don A. Dillman. Lawrence Erlbaum.

*Kreuter, Frauke, Susan McCulloch, Stanley Presser, and Roger Tourangeau. 2011. "The Effects of Asking Filter Questions in Interleaved Versus Grouped Format." *Sociological Methods & Research* 40:88-104.

*Redline, Cleo. 2013. "Clarifying Categorical Concepts in a Web Survey." *Public Opinion Quarterly* 77(S1):89-105. doi: 10.1093/poq/nfs067.

Design and Format of an Instrument

*Bradburn, Norman, Seymour Sudman, and Brian Wansink. 2004. *Asking Questions*. New York: Wiley. Chapter 10 (Organizing and Designing Questionnaires), Chapter 11 (Questionnaires from Start to Finish), and Chapter 12 (Asking Questions FAQs).

*Jenkins, Cleo R. and Don A. Dillman. 1997. "Toward a Theory of Self-Administered Questionnaire Design." Pp. 165-198 in Lars Lyberg et al., eds., *Survey Measurement and Process Quality*. New York: John Wiley and Sons.

*Tourangeau, Roger, Mick P. Couper, and Frederick Conrad. 2007. "Color, Labels, and Interpretive Heuristics for Response Scales." *Public Opinion Quarterly* 71:91-112.

Social Characteristics: Household Composition

*Martin, Elizabeth. 2007. "Strength of Attachment: Survey Coverage of People with Tenuous Ties to Residences." *Demography* 44(2):427-40.

Weeks 9-12– Questions about Subjective Things

Overview

*Saris, Willem and Irmtraud Gallhofer. 2007. "Estimation of the Effects of Measurement Characteristics on the Quality of Survey Questions." *Survey Research Methods* (1):29-43.

Cognitive Processes

*Holbrook, Allyson L., Jon A. Krosnick, Richard T. Carson, and Robert C. Mitchell. 2000. "Violating Conversational Conventions Disrupts Cognitive Processing of Attitude Questions." *Journal of Experimental Social Psychology* 36:465-94.

Tourangeau, Roger, Lance Rips, and Ken Rasinski. 2000. *The Psychology of Survey Response*. Cambridge: Cambridge University Press. Chapters 6 and 7.

Questions about Subjective Things: Choices and Ratings

*Krosnick, Jon A. and Leandre R. Fabrigar. 1997. "Designing Rating Scales for Effective Measurement in Surveys." Pp. 141-64 in *Survey Measurement and Process Quality*, edited by Lars Lyberg, Paul Biemer, Martin Collins, Edith de Leeuw, Cathryn. Dippo, Norbert Schwarz, and Dennis Trewin. N.Y.: Wiley-Interscience.

*Krosnick, Jon A., Allyson L. Holbrook, Matthew K. Berent, Richard T. Carson, W. M. Hanneman, Raymond J. Kopp, Robert C. Mitchell, Stanley Presser, Paul A. Ruud, V. K. Smith, Wendy R. Moody, Melanie C. Green, and Michael Conaway. 2002. "The Impact of "No Opinion" Response Options on Data Quality: Non-Attitude Reduction or an Invitation to Satisfice?" *Public Opinion Quarterly* 66(3):371-403.

*Malhotra, N., J. Krosnick, and R. Thomas. 2009. "Optimal Design of Branching Questions to Measure Bipolar Constructs." *Public Opinion Quarterly* 73(2):304-24.

*Menold, Natalja, Lars Kaczmirek, Timo Lenzner and Aleš Neusar. 2014. "How Do Respondents Attend to Verbal Labels in Rating Scales?" *Field Methods* 26(1):21-39. doi: 10.1177/1525822x13508270.

*Schuman, Howard, and Stanley Presser. 1981. "Open versus Closed Questions." Pp. 79-112 in *Questions and Answers in Attitude Surveys*. New York: Academic Press.

*Sturgis, Patrick, Caroline Roberts and Patten Smith. 2013. "Middle Alternatives Revisited: How the Neither/nor Response Acts as a Way of Saying "I Don't Know"?" *Sociological Methods & Research* 43(1):15-38. doi: 10.1177/0049124112452527.

*Yan, Ting and Florian Keusch. 2015. "The Effects of the Direction of Rating Scales on Survey Responses in a Telephone Survey." *Public Opinion Quarterly* 79(1):145-65. doi: 10.1093/poq/nfu062.

Questions about Subjective Things: Agree/Disagree

*Saris, Willem E., Melanie Revilla, Jon A. Krosnick, and Eric M. Shaeffer. 2010. "Comparing Questions With Agree/Disagree Response Options to Questions With Item-Specific Response Options." *Survey Research Methods* 4(1):61-79.

*Revilla, Melanie A., Willem E. Saris and Jon A. Krosnick. 2014. "Choosing the Number of Categories in Agree-Disagree Scales." *Sociological Methods & Research* 43(1):73-97. doi: 10.1177/0049124113509605.

Week 13 -- Questions about Subjective Things (continued) and Questions about Other Topics

Social Characteristics: Race and Ethnicity

*Martin, Elizabeth. 2002. "The Effects of Questionnaire Design on Reporting of Detailed Hispanic Origin in Census 2000 Mail Questionnaires." *Public Opinion Quarterly* 66(4):582-93.

Social Characteristics: Income

*Moore, Jeffrey C., Linda L. Stinson, and E. J. Welniak. Jr. 2000. "Income Measurement Error in Surveys: A Review." *Journal of Official Statistics* 16(4):331-62.

Social Characteristics: Other

*Fowler, Floyd J. 1995. "Appendix B: Measures of Common Covariates." In *Improving Survey Questions: Design and Evaluation*. Thousand Oaks, CA: Sage.

*Lugtig, Peter and Gerty J. L. M. Lensvelt-Mulders. 2014. "Evaluating the Effect of Dependent Interviewing on the Quality of Measures of Change." *Field Methods* 26(2):172-90. doi: 10.1177/1525822x13491860.

*Smit, Johannes H., Dorly J. H. Deeg, and Ben A. Schmand. 1997. "Asking the Age Question in Elderly Populations: a Reverse Record Check Study." *Journals of Gerontology, Series B: Psychological Sciences and Social Sciences* 52B(4):175-77.

Week 14 -- Cognitive Interviewing and Question Testing

*Graesser, Arthur C., Zhiqiang Cai, Max M. Louwerson, and Frances Daniel. 2006. "Question Understanding AID (QUAID): A Web Facility That Tests Question Comprehensibility." *Public Opinion Quarterly* 70(1):3-22.

*Hak, Tony, Kees van der Veer, and Harrie Jansen. 2008. "The Three-Step Test-Interview (TSTI): An Observation-Based Method for Pretesting Self-Completion Questionnaires." *Survey Research Methods* 2(3):143-50.

*Kreuter, Frauke, Ting Yan, and Roger Tourangeau. 2008. "Good item or bad—can latent class analysis tell? The utility of latent class analysis for the evaluation of survey questions." *Journal of the Royal Statistical Society, Series A* 171, Part 3:723-738.

*Maitland, Aaron and Stanley Presser. 2016. "How Accurately Do Different Evaluation Methods Predict the Reliability of Survey Questions?". *Journal of Survey Statistics and Methodology* 4(3):362-81. doi: 10.1093/jssam/smw014.

*Schaeffer, Nora Cate and Jennifer Dykema. 2011. "Response 1 to Fowler's Chapter: Coding the Behavior of Interviewers and Respondents to Evaluate Survey Questions." Pp. 23-39 in *Question Evaluation Methods: Contributing to the Science of Data Quality*, edited by J. Madans, K. Miller, A. Maitland, and G. Willis. Hoboken, NJ: John Wiley & Sons, Inc.

*Yan, Ting, Frauke Kreuter and Roger Tourangeau. 2012. "Evaluating Survey Questions: A Comparison of Methods." *Journal of Official Statistics* 28(4):503-29.

Willis, Gordon B. 2005. *Cognitive Interviewing*.

Week 15 -- Interviewing and Mode of Interview

*Mangione, Thomas W., Floyd J. Fowler, and Thomas A. Louis. 1992. "Question Characteristics and Interviewer Effects." *JOS* 8(3)293-307.

*Schaeffer, Nora Cate and Douglas W. Maynard. 2005[1996]. "From Paradigm to Prototype and Back Again: Interactive Aspects of "Cognitive Processing" in Standardized Survey Interviews." Pp. 144-33 in *Conversation and Cognition*, edited by Hedwig te Molder and Jonathan Potter. Cambridge, England: Cambridge University Press.

*Schober, Michael F. and Conrad, Frederick G. 1997. "Does Conversational Interviewing Reduce Survey Measurement Error?" *Public Opinion Quarterly* 61:576-602.

*Schnell, Rainer and Frauke Kreuter. 2005. "Separating Interviewer and Sampling-Point Effects." *Journal of Official Statistics* 21(3):389-410.

Tourangeau, Roger, Lance Rips, and Ken Rasinski. 2000. *The Psychology of Survey Response*. Cambridge: Cambridge University Press. Chapter 10.

Week 15 -- Ethical Issues

*Citro, Constance F. 2010 . "Legal and Human Subjects Considerations in Surveys." Pp. 59-79 in *Handbook of Survey Research, Second Edition*, edited by Peter V. Marsden and James D. Wright. Bingley, UK: Emerald Group Publishing Limited.

*Pascale, Joanne and Thomas S. Mayer. 2004. "Exploring Confidentiality Issues Related to Dependent Interviewing: Preliminary Findings." *Journal of Official Statistics* 20(2):357-78.

*The Code of Ethics of the American Sociological Association, sections 11 and 12.
http://www.asanet.org/sites/default/files/code_of_ethics.pdf [Consult this document on the web.]

*The Code of Ethics of the American Association for Public Opinion Research. [Consult this document on the web: http://www.aapor.org/Standards-Ethics/AAPOR-Code-of-Ethics/AAPOR_Code_Accepted_Version_11302015.aspx]

UW – Knowledge Base for Human Subjects Research in the Social and Behavioral Sciences [Consult this source on the web: <https://kb.wisc.edu/sbsedirbs/>]

Departmental Notices

Sociology Graduate Program Learning Objectives

1. Students will demonstrate a broad understanding of major theories, methodologies, and research findings in the survey research literature.
2. Students will complete a small original instrument design project and design of a split-ballot experiment.
3. Students will develop an understanding of the instrument design and survey measurement through coursework and assignment.
4. Students will evaluate social science literature and employ most appropriate methods and practices in their class projects.
5. Students will develop analytical thinking skills that enable them to evaluate information pertinent to making measurement decisions.
6. Students will communicate in a clear, organized engaging manner, using language, methods, and critical tools appropriate to the social sciences.
7. Students will understand, recognize, and apply principles of ethical and professional conduct.

Accommodations. Please send the instructor an email **by the end of the second week of the course** if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. This may be the case if English is your second language or you experience a physical or psychological condition that makes it difficult for you to complete assignments or exams without some modification of those tasks.

Accommodations are provided for students who qualify for disability services through the [McBurney Center](http://www.mcburney.wisc.edu/). Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu/>. Provide a copy of your accommodations request (VISA) to the instructor by the end of the second week of class. If the course requires exams, we try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then.

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's [web page](https://kb.wisc.edu/page.php?id=21698) for details: <https://kb.wisc.edu/page.php?id=21698>

Sexual harassment and misconduct. Professional conduct and appropriate behavior are critical to create a safe learning environment for students and instructors alike. Here is a statement about sexual harassment from the University:

What is Sexual Harassment?

Unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is a condition of employment, academic progress, or participation in a university program; or
- submission to or rejection of such conduct influences employment, academic or university program decisions; or
- the conduct interferes with an employee's work or a student's academic career, or creates an intimidating, hostile or offensive work, learning, or program environment.

[Tangible Action or Quid Pro Quo \(This for That\) Sexual Harassment](#) and [Hostile Environment Sexual Harassment](#) are both illegal and unacceptable.

One practical implication is that instructors (faculty or graduate students) may not date students to whom they will be assigning grades. If you believe that you have been harassed, contact the instructor or the chair of the Department of Sociology (socchair@ssc.wisc.edu).

Academic honesty. As with all courses at the University of Wisconsin, you are expected to follow the University's rules and regulations pertaining to academic honesty and integrity. The standards are outlined by the [Office of the Dean of Students](#) at <http://www.students.wisc.edu/doso/academic-integrity/>

According to UWS 14, academic misconduct is defined as:

- Seeks to claim credit for the work or efforts of another without authorization or citation;
- Uses unauthorized materials or fabricated data in any academic exercise;
- Forges or falsifies academic documents or records;
- Intentionally impedes or damages the academic work of others;
- Engages in conduct aimed at making false representation of a student's academic performance;
- Assists other students in any of these acts.

For a complete description of behaviors that violate the University's standards as well the disciplinary penalties and procedures, please see the Dean of Students [website](#). My tolerance for plagiarism or other academic misconduct is very low. If you plagiarize or engage in other misconduct in this course, you will probably be required to discuss the matter with the Dean of Students. If you have questions about the rules for any of the assignments or exams, please ask your instructor.

Departmental notice of grievance and appeal rights. The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the chair, 8128 Social Science (socchair@ssc.wisc.edu), the Title IX office, or see this link for confidential resources, <https://compliance.wisc.edu/titleix/campus-procedures/reporting/complainant/>.