

**Psychology 443 – Survey Methods and Analysis**  
**Illinois State University**  
**Spring 2008**

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|--------------------|-------------------------|----------------------|------------------------------|
| <b>Instructor:</b> | Dr. Jeffrey H. Kahn     | <b>Classroom:</b>    | 48 DeGarmo Hall              |
| <b>Office:</b>     | 451 DeGarmo Hall        | <b>Class times:</b>  | Tue, Thu 11:00 - 12:15       |
| <b>Phone:</b>      | 438-7939                | <b>Web page:</b>     | www.ilstu.edu/~jkhahn/psy443 |
| <b>E-mail:</b>     | <i>jkhahn@ilstu.edu</i> | <b>Office hours:</b> | M 1-2, W 10-11, and by appt. |

### **Course Description**

This course presents an overview of survey research methods in psychology and data analysis using advanced correlational analysis and regression models. It will extend the quantitative foundations covered in PSY 440 (which is a prerequisite for this course) to various forms of survey research by examining the interplay of design, methods, and analysis. We will explore in detail several topics relevant to conducting survey research, including the specification and measurement of constructs, sampling procedures, and an array of advanced correlational and regression methods suitable to analyzing survey data. You will rely heavily on computer software to facilitate your understanding of the analysis of survey data, and projects done outside the classroom will help you to apply the skills demonstrated inside the classroom.

### **Course Goals**

It is my hope that by the end of the semester you will have achieved the following goals:

1. Demonstrate an understanding of methods of creating and administering surveys, ideally enabling you to conduct a survey for your apprenticeship, thesis, or dissertation.
2. Demonstrate an understanding of methods of conducting data analyses common to survey research and interpreting the results of those analyses, and be able to select the appropriate analytic tool for a given hypothesis.
3. Increase familiarity with SPSS as a tool to help manage and analyze data from surveys.
4. Demonstrate an understanding of the benefits and limitations of survey methods in understanding psychological science.

### **Texts**

Pedhazur, E. J. (1997). *Multiple regression in behavioral research: Explanation and prediction* (3rd ed.). Fort Worth, TX: Harcourt Brace.

There is also a small packet of readings available at PIP Printing in the Bone Student Center.

### Assignments and Grades

The extent to which you meet the goals of the course will be determined by a combination of exams, take-home assignments, and a research project. The course grade will be determined by the following:

#### Exams 150 points total

Two exams will be given during the semester. The Midterm Exam is a 75-minute short-answer exam that assesses your understanding of content covered in the first half of the semester. The Final Exam is a 75-minute short-answer exam that assesses your understanding of content covered during the second half of the semester (after Spring Break). Study guides will be provided for these exams. The Midterm and Final Exams are each worth up to 75 points. Make-up exams will not be given unless an arrangement is made with the instructor at least one day prior to the exam day.

#### Take-Home Assignments 75 points total

Five take-home assignments (each worth up to 15 points) will be given throughout the semester to assess your understanding of the course material. These assignments will balance conceptual and applied topics, and most will require the use of a computer. Take-home exercises are to be turned in during class on the due date. Late exercises turned in the next day will be subject to a 50% off penalty. Exercises turned in more than one day late will receive a 0 unless an arrangement has been made with the instructor prior to that time.

#### Research Project 75 points total

The research project will consist of administering a survey, analyzing the data, and presenting the research results. Students will work in small groups to develop a research topic and a survey plan. The members of the group will be responsible for collecting and analyzing the survey data. Each student must individually submit (a) a proposal for the survey project that includes specific hypotheses and a research plan (30 points) and (b) a summary of the final results of the project in the form of a poster (45 points). These two components will constitute the work that will be graded, although the successful administration of the survey will obviously be key. Due dates for these components will be announced in class well in advance of the due date.

Final grades will be based on the total number of points in the following manner:

- A = At least 270 points
- B = At least 240 points (but not enough for an A)
- C = At least 210 points (but not enough for a B)
- D = At least 180 points (but not enough for a C)
- F = Fewer than 180 points

**Tentative Class Schedule**

| <i>Date</i>   | <i>Topic</i>                                 | <i>Readings</i>  |
|---------------|--|--|
| Jan 15, 17    | Introduction to survey research              | Visser et al. (2000)   |
| Jan 22, 24    | Questionnaire construction, mail surveys     | Tourangeau (2004)  |
| Jan 29, 31    | Internet surveys, interviews                 | Gosling et al. (2004)  |
| Feb 5, 7      | Sampling theory and procedures               | Cohen (1992)   |
| Feb 12, 14    | Review of correlation and regression         | Pedhazur Ch. 2   |
| Feb 19, 21    | Regression diagnostics                       | Pedhazur Ch. 3   |
| Feb 26, 28    | Multiple regression models                   | Pedhazur Ch. 5   |
| Mar 4         | Issues in prediction                         | Pedhazur Ch. 8   |
| Mar 6         | MIDTERM EXAM                                 |  |
| Mar 18, 20    | Mediated effects                             | Pedhazur Ch. 7<br>Frazier et al. (2004)                        |
| Mar 25, 27    | Categorical predictors and moderated effects | Pedhazur Ch. 11 (pp. 340-367)<br>Pedhazur Ch. 14 (pp. 560-610) |
| Apr 1, 3      | Predicting categorical outcomes              | Pedhazur Ch. 17  |
| Apr 8, 10     | Path analysis                                | Pedhazur Ch. 18  |
| Apr 15, 17    | Structural equation modeling                 | Pedhazur Ch. 19  |
| Apr 22, 24    | Longitudinal surveys and diary methods       | Bolger et al. (2003)   |
| Apr 29, May 1 | Multilevel modeling                          | Pedhazur Ch. 16  |
| May 5         | FINAL EXAM at 10:00 A.M. MONDAY              |  |

**Academic Integrity**

You are responsible for abiding by ISU's Code of Conduct (available at <http://www.deanofstudentsilstu.edu/downloads/crr/code-of-student-conduct.pdf>). If it becomes apparent that you have committed a form of academic dishonesty, you may receive a 0 on the assignment, an F in the course, and/or other disciplinary action. Please ask if you are uncertain about anything.

**Special Accommodations**

If you need a special accommodation to fully participate in this class, please contact Disability Concerns at 438-5853 (voice), 438-8620 (TDD).