UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: April 8, 2014
2. Department requesting this course: Public Policy
3. Semester and year in which course will be first offered: Spring 2015

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

PP 5386. Survey Research Analysis and Reporting
3 credits. Seminar.

A focus on the development of high-quality, specialized, analytic writing skills that apply specifically to preparing survey research reports.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: PP
2. Course Number: 5386
3. Course Title: Survey Research Analysis and Reporting
4. Number of Credits (use digits, "3" not "three"): 3
5. Course Description (second paragraph of catalog entry): A focus on the development of high-quality, specialized, analytic writing skills that apply specifically to preparing survey research reports.

6. Course Type, if appropriate:
   __Lecture __ Laboratory _X_ Seminar __ Practicum

Optional Items

7. Prerequisites: PP 5376 Applied Quantitative Methods
8. Recommended Preparation: PP 5379 Principles and Methods in Survey Research
9. Consent of Instructor: Not Required
10. Exclusions: None.

11. Repetition for credit: None.
12. S/U grading: A-F Graded.

Justification

1. Reasons for adding this course: This is a new course in the curriculum of the online Master of Arts in Survey Research Program that began offering degrees in 2011.

2. Academic merit: Highly qualified writers are sought after in the workplace. Those who exhibit strong writing skills are also likely to be successful and use their skills to advance in their chosen field. This course is intended to develop and hone the writing skills of GPSR students and provide instruction in techniques for reporting survey research findings. Reporting includes analysis of survey data and the written communication of that analysis. There are a wide variety of formats used in survey research reporting, including detailed written reports, executive summaries, bullet-point memos, narrative prose, interpretations and recommendations, and graphic and tabular presentations. While not currently a requirement, all GPSR students will be advised to take this course.

3. Overlapping courses: None
4. Number of students expected: about 20
5. Number and size of sections: 1 section
6. Effects on other departments: None
7. Staffing: Staffing for the course will be provided by the Department of Public Policy. No new staff is necessary to offer this course.
8. Dates approved by
   Department Curriculum Committee:
   Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact person:

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Syllabus

A syllabus for the new course must be attached to your submission email.

Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

PP 5397: Survey Research Analysis and Reporting - Syllabus

Course and Professor Information

Course Title: PP 5397 - Survey Research Analysis and Reporting

Prerequisites: Admission to the Graduate Program in Survey Research or Public Administration

Professor: Ken Dautrich, Ph.D.

Contact: Please use the message function on the HuskyCT system to contact Professor Dautrich, or to set up an appointment to talk. He will check the HuskyCT messages at least once a day Monday through Friday during the semester.

Course Overview

This course prepares students for reporting the results of survey research findings. Reporting includes analysis of survey data and the written communication of that analysis. There are a wide variety of formats used in survey research reporting, including detailed written reports, executive summaries, bullet-point memos, narrative prose, interpretations and recommendations, and graphic and tabular presentations. This course covers all of these formats.

This essentially is a course in writing, geared toward writing survey research reports. All of the basic elements of good writing for any application (e.g., organization, vocabulary and use of language, grammar, sentence structure, paragraph structure, conciseness, etc.) apply to writing survey research reports. These elements apply to the goals of this course. In addition, this course will incorporate specialized analytic writing that applies specifically to preparing survey research reports.

While there are no specific pre-requisites for the course, students will need some basic preparation in certain software and with basis social science statistics. Students will be expected to use Word and Powerpoint in the preparation of materials. While a working knowledge of SPSS is not required, students may opt to use SPSS to prepare data that may be used in completing course assignments. In addition, students will need to have a basic understanding of univariate (frequency distributions, mean, median, mode, confidence intervals) and bivariate (cross tabulations, significance tests such as chi-squared) statistics. If students have more advanced training in statistical analysis, they will have an opportunity to bring that background to bear on the writing assignments they complete in this course.

This is a writing-intensive course. While there are some outside readings, the bulk of the workload is focused on writing and reviewing the work of fellow students. Students enrolled in the course should be prepared to complete writing assignments on a weekly basis, as well as complete a major writing assignment that will be due at the end of the semester.

In any field of endeavor and across most professional positions, writing skills are highly valued. Highly qualified writers are sought after in the workplace. Those who exhibit strong writing

skills are also likely to be highly successful and use their skills to advance in the corporate ladder. At the same time, quality writing skills are no very easy to develop. Good writing takes plenty of time and a great deal of practice. This course is intended to advance the writing skills of students, and provide instructive in techniques that will allow students to continue to develop their writing skills throughout their careers.

Course Materials

1. **Required Books**: There are no required textbooks for this course. However, students may consider "The Chicago Guide to Writing About Numbers" (amazon link: http://www.amazon.com/Chicago-Writing-Numbers-Editing-Publishing/dp/0226526313/ref=sr_1_1?ie=UTF8&qid=1389026453&sr=8-1&keywords=writing+about+numbers). This is a guide to help students write about numbers.
2. **Resources**: In most weeks, there are readings and other materials that student will need to access to complete course requirements. These readings and materials may be found in the Resources link on the course menu. The readings and resources materials include both electronic copies of articles and reports, and links to webpages with reading material.
3. **Learning Modules**: For most weeks of the course, there is a video lecture, which is supported by a lecture outline. The video lectures and supporting materials may be found in the "Learning Modules" link on the course menu. These lecture materials are organized by course weeks.

Course Requirements and Grading

Final grades will be based on the following:

- **Weekly Discussion Participation** - A grade will be assigned at weeks 9 and 15 for student performance in participating in the weekly discussion activities. Each grade is worth 15% of the final course grade (total of 30% of final grade).
- **Weekly writing assignments** - There will be 8 writing assignments through the semester. Each assignment is worth 5 points (total 40% of the final grade).
- **Secondary Analysis Research Paper** - This paper and presentation of findings is worth 30% of the final grade.

Course Organization

The course is organized into 15 distinct weekly segments. Materials for each weekly segment will be available on the weekend. Students are required to read materials, prepare assignments, and prepare for a weekly discussion board session.

Each weekly segment includes a lecture with a supporting lecture outline PowerPoint. This will be accessible in the "Learning Modules" link on the course website menu. Students should review the video lecture/PowerPoint for the weekly segment before end of day

Monday. Students should complete their weekly assignments by Wednesday, and post their work on the discussion board.

On Thursday morning, a course discussion board session will begin. The discussion sessions will remain active through Saturday.

Weekly Topics and Outline

Week/Topic	Date Opens	Requirements	Post Assignment by:
Week 1: Introduction to Course	January 21	* Introductory Week 1 Lecture * Using HuskyCT * Participate in Discussion Board (begins January 23)	January 23 by 3:00 PM ET
Week 2: Start Writing	January 26	* Week 2 Lecture/Lecture Resource Slides * Assignment/Readings in Learning Module. * Participate in Weekly Discussion (begins January 30)	January 29 by 3:00 PM ET
Week 3: Wring Basics/Critiquing the Pros	February 2	* Week 3 Lecture/Lecture Resource Slides * Assignment/Readings in Learning Module * Participate in Weekly Discussion (begins February 6)	February 5 by 3:00 PM ET
Week 4: Thinking Analytically and Presenting Findings	February 9	* Week 4 Lecture/Lecture Resource Slides * Assignment/Readings in Learning Module * Participate in Weekly Discussion (begins February 13)	February 12 by 3:00 PM ET
Week 5: Preparing and Presenting Graphics	February 16	* Week 5 Lecture/Lecture Resource Slides *	February 19 by 3:00 PM ET

		Assignment/Readings in Learning Module * Participate in Weekly Discussion (begins February 20)	
Week 6: Research Papers: Presentation of Topics	February 23	* Week 6 Lecture/Lecture Resource Slides * Assignment/Readings in Learning Module * Participate in Weekly Discussion (begins on February 27)	February 26 by 3:00 PM ET
Week 7: Reporting on Survey Methodology	March 2	* Week 7 Lecture/Lecture Resources Slides * Assignment/Readings in Learning Module (begins on March 6) * Participate in Weekly Discussion	March 5 by 3:00 PM ET
Week 8: The Full Research Report	March 9	* Week 8 Lecture/Lecture Resource Slides * Assignment/Readings in Learning Module * No Discussion Session	N/A
Week 9: Spring Break	March 17-21		
Week 10: STUDENT REPORT PRESENTATIONS	March 23	* Week 10 Lecture/Resource Slides * Participate in Discussion session (begins on March 27)	March 26 by 3:00 PM ET
Week 11: Making Persuasive Arguments	March 30	* Wee 11 Lecture/Resource Slides *	April 2 by 3:00 PM ET

		Readings/Assignment in Learning Module * Participate in Weekly Discussion (begins on April 3)	
Week 12: Oral Presentations of Findings	April 6	* Week 12 Lecture/Lecture Resource Slides * Assignment/Readings in Learning Module * Participate in Weekly Discussion (begins on April 10)	April 9 by 3:00 PM ET
Week 13: Best Practices Guide in Report Writing: A Retrospective and Putting it all Together	April 13	* Week 13 Lecture/Lecture Resource Slides * Assignment/Readings in Learning Module * Participate in Weekly Discussion (begins on April 17)	April 16 by 3:00 PM ET
Week 14: STUDENT PRESENTATIONS AND DISCUSSION OF RESEARCH PAPERS I	April 20	* Participate in Weekly Discussion (begins on April 24)	April 23 by 3:00 PM ET
Week 15: STUDENT PRESENTATIONS AND DISCUSSION OF RESEARCH PAPERS II	April 27	* Participate in Weekly Discussion (begins May 1)	April 30 by 3:00 PM ET

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the University of Connecticut's Student Code, available at http://www.community.uconn.edu/student_code.html. Review and become familiar with these expectations. In particular, make sure you have read the section on Academic Integrity in Graduate Education and Research.

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resource:

- Plagiarism: How to Recognize it and How to Avoid it

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proof read all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures* to follow:

- Matriculated students should add or drop a course through Peoplesoft.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the Graduate Catalog.

Academic Calendar

The University's Academic Calendar contains important semester dates.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities . You may contact the Center by calling (860) 486-2020 or by emailing csd@uconn.edu . If your request for accommodation is approved, an accommodation letter will be provided. Please present your official letter to the instructor as soon as possible so special arrangements, as appropriate, can be made. (Note: Student requests for accommodation must be filed each semester.)

The University of Connecticut's online course management system, HuskyCT, is a product of Blackboard, Inc. "Blackboard measures and evaluates accessibility levels using two sets of standards; Section 508 of the Rehabilitation Act issued from the United States federal government and the Web Accessibility Initiative (WAI) issued by the World Wide Web Consortium (W3C)." (Retrieved December 1, 2008 from http://www.blackboard.com/company/accessibility.aspx).

Software and Platform Requirements

- Word processing software
- Adobe Flash Player (Note: Please download the most recent version)
- Adobe Acrobat Reader
- Fast, reliable internet access
- Mediasite Player Requirements The lectures in this course use Mediasite technology.
- Mediasite Technical Requirements This page tests if your computer meets the minimum requirements to run the Mediasite Player.

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, call the Digital Learning Center (LRC) at (860) 486-1187, or visit its online help at http://dlc.uconn.edu/index.html.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail (such as email) with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text or graphics.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- View Mediasite streaming files.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research.