

**Soc 752: Measurement and Questionnaires for Survey Research**  
(Questionnaire Design)  
Revised 2 Sept 10

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Office hours: Most Tuesdays 11 a.m.-12:30 p.m. and by appointment

Fall 2010/2011  
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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 6 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 and typed. 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.

**Six Assignments.** You select a topic. The assignments lead you through the steps of developing a complete, though limited, instrument on that topic. I will hand out the instructions for all the assignments during the first week of class. Each 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, and write a final report. You must complete all six assignments in order to pass 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 many classes I will identify several articles to prepared for a class discussion that I will lead. Come prepared to be called on if the discussion grows quiet! This is a required assignment, but will not be 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. I drop the lowest grade from the first 5 assignments, and the 4 best grades from the first 5 assignments each contribute 20% to the final grade. The final assignment contributes 20% to the final grade.

**No incompletes.** All assignments must be completed on time.

**Auditors.** Unless they make other arrangements with me, students auditing or sitting in on the class must participate in the discussion and complete a portion of assignment 1 and the instrument portion of assignments 2 through 5. Auditors need not write the reports or complete the final assignment. I will review these assignments, but not comment on them systematically or grade them.

**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 both the IRB central information from the Graduate School <http://www.grad.wisc.edu/research/hrpp/> and the link about student research: <http://my.gradsch.wisc.edu/hrpp/10021.htm>
- 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 the tutorial at: <http://www.grad.wisc.edu/research/wkshop/index.html#onlinetraining>
- 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 anonymity. No information that would identify the person you interviewed should be attached to their answers.

**Informed Consent.** The following is an excerpt from the University's Human Subjects website (<http://my.gradsch.wisc.edu/hrpp/10046.htm>):

***Eight Elements of Consent***

*The federal Common Rule contains requirements for the process of obtaining and documenting informed consent. Although the requirements vary depending on the nature of the research project, the general requirement is that a written consent form (or the language in the oral consent procedure) must contain the following elements (45 CFR 46.116):*

*(a) Basic elements of informed consent:*

1. *A statement that the study involves research, an explanation of the purpose(s) of the research, the expected duration of the subject's participation, and a description of the research procedures (e.g. interview, observation, survey research).*
2. *A description of any reasonably foreseeable risks or discomforts for the subjects. Risks should be explained to subjects in language they can understand and be related to everyday life.*
3. *A description of any benefits to the subject and/or to others that may reasonably be expected from the research.*
4. *A disclosure of appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the subject.*
5. *A statement describing the extent, if any, to which the confidentiality of records identifying the subject will be maintained.*
6. *For research involving more than minimal risk, a statement whether compensation is available if injury occurs and, if it is, what it consists of and from whom further information may be obtained.*
7. *An explanation of whom to contact for answers to pertinent questions about the research and research subject's rights. The name and phone number of the responsible faculty member as well as contact information for an IRB must be included for these purposes. In addition, if the project involves student research, the name and phone number of the student's advisor/mentor must also be included.*
8. *A statement that research participation is voluntary and the subject may withdraw from participation at any time without penalty or loss of benefits to which the subject is otherwise entitled. If the subject is a patient or client receiving medical, psychological, counseling or other treatment services, there should be a statement that withdrawal will not jeopardize or affect any treatment or services the subject is currently receiving or may receive in the future. If the subject is a prisoner, there should be a statement that participation or nonparticipation in the research will have no effect on the subject's current or future status in the prison. If a survey instrument or interview questions are used and some questions deal with sensitive issues (including but not limited to illegal behavior, mental status, sexuality or sexual abuse, drug use, or alcohol use) the subjects should be told they may refuse to answer individual questions.*

*(b) The IRB may also require, in appropriate cases, one or more of the following additional elements of informed consent:*

1. *A statement that the particular treatment or procedure may involve risks to the participant (or to the embryo or fetus, if the participant is or becomes pregnant) that are currently unforeseeable (e.g., when the research involves procedures that have limited experience in humans and in all research protocols that involve an investigational drug or device).*
2. *The anticipated circumstances under which the participant's participation may be terminated by the investigator without regard to the participant's consent (e.g., when the protocol describes situations where participants should be withdrawn from the research or if it is reasonable to expect that participants will be withdrawn from the research without their consent).*
3. *Any additional costs to the participant that may result from participation.*
4. *The consequences of a participant's decision to withdraw from the research and*

- procedures for orderly termination of participation by the participant (e.g., when withdrawal from the research might place a participant at risk of harm).*
5. *A statement that significant new findings developed during the course of the research that may relate to the participant's willingness to continue participation will be provided to the participant.*
  6. *The approximate number of participants involved in the study (e.g., when a reasonable person would find the information useful in making a decision to participate in the research).*

### ***Appropriate Language***

*The consent form or script should be worded so that potential participants can readily understand it. A general recommendation is to use an eighth-grade reading level for the writing style, but investigators should adjust the language to an appropriate level for the particular participant population.*

### ***Obtaining Signatures and Retaining Records***

*Signatures on the consent forms should be placed immediately below the text of the form. Each participant must be given a complete copy of the consent form. Investigators must also keep a copy of the signed consent form. UW-Madison's policy requires investigators to keep signed consent forms on file for seven years following the completion of the research.*

### ***Image and Audio Recording of Participants***

*It is the policy of UW-Madison's IRBs that if the research involves the use of image or audio recording of participants, the consent form should clearly state that fact. In addition, there should be a statement about how the recordings will be used and how long they will be kept. This statement should include who will see/hear the recording and where the recording will be used (e.g., in a classroom, professional meeting).*

*For SBS IRB and ED IRB protocols, if the investigator wants permission for the recording to be viewed or heard by anyone other than the research staff, or, if it involves sensitive material, participants should also be given an opportunity to view, or listen to, the recording after it is completed. Permission for the tape to be used should then be obtained. See, *Protecting Privacy and Confidential Data Policy*.*

### ***Anonymity***

*Participants should not be promised anonymity unless the research data is truly anonymous. Anonymity cannot be guaranteed unless there is no method by which the investigator can connect the research results with individual participants providing the data. If there are codes or a master list that would enable the investigator to identify participants, the research is not anonymous, even though the participant names do not appear in the research data.*

**READINGS:** Readings average 80-100 pages each week.

**Required readings.** Copies of books with large portions assigned are on sale at University Book Store. Some of the books are also on reserve in the Social Science Reading Room (SSRR) on the 8<sup>th</sup> floor of Social Science building. These are expensive books. Buy only what you need – though they have resale value, if you buy but change your mind!

**Required book selections and articles.** Articles and chapters from other books 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.

**NOTE: All articles and overheads on reserve in the SSRR are my personal copies. Please do not write on them. As a courtesy to your colleagues, if you need to keep an article for more than 1 day, please make a copy of it. The Social Science Reading Room is on the 8th floor of the Social Science building. Take rear elevators on the lake side of the glass doors.**

### **Required Books**

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

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

### **Recommended**

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

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

Dillman, Don A., Jolene D. Smyth, and Leah M. Christian. 2009. *Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method, Third Edition*. New York: John Wiley & Sons.

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." *Public Opinion Quarterly* 68(1):109-30.

Saris, Willem E. and Irmtraud N. Gallhofer. 2007. *Design, Evaluation, and Analysis of Questionnaires for Survey Research*. New York: Wiley.

### **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.
- Briggs, Charles L. 1986. *Learning How to Ask*. New York: Cambridge University Press.
- 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. 1996. *Improving Survey Questions: Design and Evaluation*. Sage. (HN29 F67 1995)
- 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)

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 2-3 -- 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.

\*Clark, Herbert H. and Michael F. Schober. 1992. "Asking Questions and Influencing Answers." Pp. 15-48 in J. Tanur, ed., *Questions about Questions*. New York: Russell Sage.

\*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.

\*Suchman, Lucy and Brigitte Jordan. 1990. "Interactional Troubles in Face-to-Face Survey Interviews." *Journal of the American Statistical Association* 85(409):232-53. [Also Comments and Rejoinder]

### Weeks 4-5 – 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, Marilynn 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 6-9 -- Survey Questions: Overview**

\*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>

\*Krosnick, Jon A. and Stanley Presser. 2010. "Question 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.

## **Weeks 6-9 (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.

\*Blair, Edward and Scot Burton. 1987. "Cognitive Processes Used by Survey Respondents to Answer Behavioral Frequency Questions." *Journal of Consumer Research* 14(2):280-288.

\*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.

\*Menon, Geeta and Eric A. Yorkston. 2000. "The Use of Memory and Contextual Cues in the Formation of Behavioral Frequency Judgments." Pp. 63-80 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. Chapter 3.

### **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.

### **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.

### **Questions about Events and Behaviors: Writing 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**

\*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.

## **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 10-13 – 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.

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

### **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.

## **Week 14 -- 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.

\*Jackle, Annette. 2008. "Dependent Interviewing: Effects on Respondent Burden and Efficiency of Data Collection." *Journal of Official Statistics* 24(3):411-30.

\*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 15 -- Cognitive Interviewing and Question Testing**

\*Graesser, Arthur C., Zhiqiang Cai, Max M. Louwerse, 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.

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

## **Week 16 -- 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 16 -- 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/images/asa/docs/pdf/Ethics%20Code.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 andamp Ethics/2410.htm](http://www.aapor.org/Standards_andamp_Ethics/2410.htm) ]

UW - Guidelines for Human Subjects Research in the Social and Behavioral Sciences [Consult this document on the web: [http://www.ls.wisc.edu/ors/IRB/IRB\\_Guidelines.html](http://www.ls.wisc.edu/ors/IRB/IRB_Guidelines.html) ]