

# IDS 2935 Polling and Public Opinion

## Quest 2

### I. Course Information

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Spring 2021

Meeting Day/Time: M/W/F Period 3 (9:35am – 10:25am)

Primary General Education Designation: Social & Behavioral Sciences

Secondary General Education Designation (if seeking): No Secondary Designation

Writing Designation (if seeking): Writing Designation (WR) 4000 words

A minimum grade of C is required for general education.

#### Instructor

Angela Farizo McCarthy

Email: [angelamccarthy@ufl.edu](mailto:angelamccarthy@ufl.edu)

Online (Zoom) Office Hours: Tuesday, 8:30 am – 3:00 pm; by appointment

Office Hours Scheduling: [Link](#)

#### Course Description

In this Quest 2 course, students will examine American public opinion and explore survey data collection, polling procedures, attitude measurement, and survey research implications. This class takes a multidisciplinary approach and uses scientific data analysis to address contemporary issues in the United States—not limited to standard subjects such as an election or election candidates. Students will engage with public opinion survey data to determine the role of liberal-conservative ideology, partisan affiliation, socioeconomic and demographic characteristics, and religiosity in shaping opinions (among other characteristics). Throughout the course, we will discuss relevant and contemporary issues from various fields of study, including economics and finance, sustainability studies, law, journalism, mass communications, culture and society, sociology (religion and morality), and political science. Specifically, we will explore the following topics: the economy, global climate warming, the Second Amendment and gun control/gun rights, immigration, the influence of the media, morality politics (LGBTQ issues, capital punishment, reproductive rights), sports culture, and political candidates and election outcomes. Overall, we are concerned with the implications of polling data. We will learn how to identify legitimate survey organizations and creditable survey methodology—whatever of topic or discipline. We will discuss how misleading or misinterpreted polling data can influence public opinion and what can be done to prevent or impede the spread of misinformation.

## Course Objectives

The objectives of this class are twofold:

(1) Students will be familiarized with the mechanics behind public opinion polling. We will address the following: How are public opinion polls constructed? What are appropriate and well-worded survey questions? How can we identify a poorly constructed survey? What are the implications/consequences of poorly conducted surveys? How are survey responses documented?

(2) Students will apply their knowledge (critical application/implementation of objective one) via survey data interpretation and data reporting. For the Spring 2021 semester, students will not only construct a unique public opinion poll, but they will also collect the data and present the results in a final project. This objective allows students to understand and appreciate the value of well-constructed (or poorly written) public opinion polls. Students will have a comprehensive understanding of survey data. Students will also review their peer's projects—which will cover various topics as they will choose their survey subject.

General Education Designation: “Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures, or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.”

## Required & Recommended Course Materials (to purchase/rent)

Required texts:

1. Erikson, Robert S. and Kent L. Tedin (2019). **American Public Opinion: Its Origins, Content, and Impact**. 10<sup>th</sup> edition (ISBN10: 1138490709).
2. Strunk Jr., William (2018). **The Elements of Style: Classic Edition**. (ISBN13: 9781643990033).
3. All other works are available on Canvas.

Recommended texts (Lectures will include excerpts from these texts. Materials will be available on Canvas):

1. Asher, Herb (2017) **Polling and the Public: What Every Citizen Should Know**. 9<sup>th</sup> Edition (ISBN13: 9781506352428).
2. Imai, Kosuke (2017). **Quantitative Social Science: An Introduction**. (ISBN13: 9780691175461).

Materials and Supplies Fees: N/A

## II. Coursework & Schedule

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### 1. List of Graded Work

Assignment	Description	Requirements	Points
Survey Report Portfolio	<p>There are <b>8</b> survey report portfolio assignments. Each assignment is worth 5 points. You are required to write a 1-page single-spaced survey data report most weeks during the semester. Collectively, the survey reports will go toward your portfolio of American public opinion. This project aims to have a well-written and concise “fact book” of public opinion on relevant issues in the United States. There are three parts to survey reports:</p> <p>(1) You will provide the general public opinion landscape related to each topic.</p> <p>(2) You will examine the survey methodology, interpret the results, and critique the survey design.</p> <p>(3) You will discuss the implications of the topic and survey.</p> <p>This will provide you with the opportunity to bring your unique perspective, skillset, and academic knowledge to the discussion. Each survey report assignment will be graded separately. I will provide feedback (grammar and content), critical analysis, and future topics/issues to explore. All survey report readings are located on Canvas. Students will turn in survey reports on Fridays at midnight on the week that the report is assigned. Late work is not accepted.</p>	Collective Survey Report Portfolio: 3000 words	Collective Survey Report Portfolio: 40
Survey Report # 1	Topic: Economy	500	5
Survey Report # 2	Topic: Global Climate Warming	500	5
Survey Report # 3	Topic: Gun Control	500	5
Survey Report # 4	Topic: Immigration	500	5
Survey Report # 5	Topic: The Media	500	5
Survey Report # 6	Topic: Morality Policy (Abortion and Reproductive Health/LGBTQ/Capital Punishment/Genetic Testing)	500	5
Survey Report # 7	Topic: Sports	500	5
Survey Report # 8	Topic: Politics and Elections	500	5

Big Themes Assignment	<p>At the end of the semester, you will update/reevaluate your Survey Report Portfolio—considering my proposed suggestions, feedback, and class discussion. You will also provide an addendum to your Survey Report Portfolio regarding part 3 of the assignment: implications/critical analysis of the topic. The addendum will also address the impact of misinformation or misconceptions about a topic. Essentially, the Survey Report Portfolio will be a synthesis of big themes or trends in American public opinion and the implications of these trends/themes. You will also include a topic of your choice (not discussed in the previous survey reports). This activity allows students to reevaluate the landscape of public opinion in the United States. This assignment is worth 15 points.</p>	Approx. 100 additional words	15
Polling Methodology	<p>You will design a unique public opinion survey consisting of ten well-written questions. We will discuss the mechanics behind well-written questions during the first few weeks of class. You are required to upload your survey to a free online platform (Qualtrics). You will collect and analyze the results of the survey data. Twice during the semester, students will schedule one-on-one meetings with the instructor to flesh out any questions relating to survey design. These meetings will provide both the student and the instructor the opportunity to communicate any concerns. During our first meeting, we identify a topic and construct survey questions. During our second meeting, we will upload the survey to an online database (Qualtrics). Toward the end of the semester, we will meet in small groups to discuss the survey results. These group meetings will happen the week before the assignment due date. This assignment is worth 20 points.</p>	No recommendation on limit	20
Participation	<p>Participation is largely based on textbook readings and class discussions. You are required to complete all readings <i>before</i> the first day of class within a given week.</p> <p>Monday/Wednesday/Friday Example:  Monday: Lecture day. Assignment discussion. All assigned readings are due on Monday  Wednesday: Lecture continued</p>	--	10

	<p>Friday: Practical application/discussion day. Students are expected to come to class ready to answer an in-class prompt (based on the assigned readings/survey report readings) and critically analyze/discuss prompt answers in small group discussion. Small groups will develop their responses during the first 25 minutes of class. For the remaining 25 minutes, we will have a class-wide conversation. During the small group discussions, I will interact with groups, providing feedback, and assessing the quality of the discussion. The feedback will involve critical thinking and self-reflection questions. I will also encourage students to bring their knowledge and skillset to the class discussion. Participation in the class is graded on the content, not the quantity of responses.</p>		
<p>Research Methods Presentation</p>	<p>Students will attend a scholarly research presentation. (The instructor hosts the presentation- guest speakers will discuss their research). You are to write a 1-page paper on the presentation incorporating the following: research question, hypothesis, (survey) data used, sample size, methods employed, and results.</p>	<p>500</p>	<p>15</p>
<p>Total Possible Points:</p>			<p>100</p>

## 2. Weekly Course Schedule

Week/ Date	Activity	Topic	Assigned Work Due
Week 1 Jan 11-15	Topic	Introduction to Public Opinion and Polling	
	Summary	What is the landscape of public opinion in the United States? How is public opinion defined? What is the modern public opinion poll? What are the consequences of public opinion polls? What are the examples of models that link public opinion to public policy?	
	Readings/Activities	American Public Opinion: Opinion in Democratic Societies (Chapter 1) Elements of Style (Chapters 1-3) Estimated Page Count: 60	
	Assignment	Readings	
Week 2 Jan 18-22 *No class on Jan 18*	Topic	Characteristics of Public Opinion: What Every Citizen Should Know	
	Summary	What are public opinion polls? How can we scientifically assess public opinion? Are polls reliable? What is the value of polls? What are the sampling techniques used in surveys?	
	Readings/Activities	American Public Opinion: The Scientific Assessment of Public Opinion (Chapter 2) Elements of Style (Chapters 4-7) Estimated Page Count: 50	
	Assignment	Readings	
Week 3 Jan 25-29	Topic	Characteristics of Public Opinion: What Every Citizen Should Know	
	Summary	What are nonattitudes in surveys? What is the importance of question wording and context?	
	Readings/Activities	Field Specific Content: Guest Lecture (TBD)	

Week/ Date	Activity	Topic	Assigned Work Due
		Survey Report Reading: "In Their Own Words: Behind Americans' View of 'Socialism' and Capitalism': Socialism's critics say it weakens work ethic; those with positive views say it fosters equality." Estimated Page Count: 50	
	Assignment	Survey Report #1: The Economy	Friday 29 <sup>th</sup> @midnight
Week 4 Feb 1-5	Topic	Sampling Techniques, Interviewing, and Data Collection	
	Summary	How are surveys conducted? What is a simple, random sample of the population? How can a survey of 1,000 individuals reflect the opinions of an entire population? How do we correctly analyze and Interpret Polls?	
	Readings/Activities	Polling and the Public: Analyzing and Interpreting Polls (Chapter 8 excerpt available on Canvas) Estimated Page Count: 30	
	Assignment	Readings Begin Polling Methodology Assignment	Ongoing
Week 5 Feb 8-12	Topic	The Psychology of Opinion-Holding	
	Summary	What are micro-level opinions? What is the relationship between political attention and opinion-holding? What is polarization?	
	Readings/Activities	American Public Opinion: The Psychology of Opinion-Holding (Chapter 3) Field Specific Content: Kraft (2020) "Judging the State of the Environment" Summary chapter of the current state of the environment in the United States: water pollution, air pollution, endangered species, global climate warming, etc Survey Report Reading: "Believers, Sympathizers, and Skeptics: Why Americans are Conflicted about Climate Change, Environmental Policy, and Science." Estimated Page Count: 60	

Week/ Date	Activity	Topic	Assigned Work Due
	Assignment	Readings Survey Report #2: Global Climate Warming	Friday 12 <sup>th</sup> @midnight
Week 6 Feb 15-19	Topic	Macrolevel Opinion	
	Summary	What are macro-level opinions? What are trends in policy opinions regarding welfare, civil rights, foreign policy, values-based issues, and economic issues? What motivates public opinion?	
	Readings/Activities	American Public Opinion: Macrolevel Opinion: The Flow of Political Sentiment (Chapter 4) Estimated Page Count: 30	
	Assignment	Readings	
Week 7 Feb 22-22 *Mental Health and Wellness Day. No Class on Feb 24 <sup>th</sup>	Topic	Socialization and Development of Preferences and Attitude Formation	
	Summary	How are attitudes formed? What are the main influencers in attitude formation? What is the role of biology in shaping preferences? What are the agents of socialization?	
	Readings/Activities	American Public Opinion: Political Socialization and Political Learning (Chapter 5) Field Specific Content: 1. Video Workshop: "Firearms Law Workshop Mini-Symposium, Part III: Framing the Second Amendment: Gun Rights, Civil Rights, and Civil Liberties" College of William & Mary Law School: William & Mary Law School Scholarship Repository. 2. Explore <a href="#">Gun Law Scorecard</a> : "Is Your State Doing Enough to Save Lives?"	



Week/ Date	Activity	Topic	Assigned Work Due
		3. Read: "What the Data Says About Gun Deaths in the U.S." Survey Report Reading: (2019) "Share of Americans who Favor Stricker Gun Laws has Increased Since 2017." Estimated Page Count: 40	
	Assignment	Readings Survey Report #3: Gun Control	Friday 26 <sup>th</sup> @ midnight
Week 8 March 1-5	Topic	Public Opinion and Democratic Stability	
	Summary	Is there support for democratic values? Do Americans trust the government?	
	Readings/Activities	American Public Opinion: Public Opinion and Democratic Stability (Chapter 6) Excerpt from Downs (1964) on Canvas Field Specific Content: Council on Foreign Relations: (2020) "The U.S. Immigration Debate" Survey Report Reading: (2020): "A Nation of Immigrants? Diverging Perceptions of Immigrants Increasingly Marking Partisan Divides" Estimated Page Count: 65	
	Assignment	Readings Survey Report #4: Immigration	March 5 <sup>th</sup> @midnight
Week 9 March 8-12	Topic	The Media and Public Opinion	
	Summary	What is the evolution of the media in the United States? Is there bias and negativity in the news? What are the models of media effects? What is the influence of media in electoral decision making? What are the various forms of political advertising? Do the media contribute to political polarization?	
	Readings	American Public Opinion: The News Media and Political Opinions (Chapter 8) Polling and the Public Excerpt (Chapter 6) Available on Canvas Field Specific Activity: Levendusky (2013) How Partisan Media Polarize America Survey Report Reading: "Social Media and Fake News in the 2016 Election" <i>or</i>	

Week/ Date	Activity	Topic	Assigned Work Due
		“Red Media, Blue Media: Evidence of Ideological Selectivity in Media Use” Estimated Page Count: 50	
	Assignment	Readings Survey Report #5: The Media	
Week 10 March 15-19	Topic	Political Elections, Public Opinion, and Popular Control	
	Summary	What are policy issues? How can polls explain election outcomes?	
	Readings	American Public Opinion: Elections as Instruments of Popular Control (Chapter 9) The ANES Guide to Public Opinion and Electoral Behavior Field Specific Content: 1. (2008) Oxford Handbook of Religion and Politics: Morality Policy 2. Explore: <a href="#">Public Religion Research Institute</a> Survey Report Reading: Student Selection: <a href="#">Public Religion Research Institute</a> website Estimated Page Count: 45	
	Assignment	Survey Report #6: Morality Policy	Friday 19 <sup>th</sup> @midnight
Week 11 March 22-26 *Mental Health and Wellness Day. No class on March 24	Topic	The Public and Elected Leaders	
	Summary	Do political parties represent public opinion? Are politicians responsive to public opinion? Do elected officials need to follow public opinion? What is the role of interest groups?	
	Readings	American Public Opinion: The Public and Its Elected Leaders (Chapter 10)	

Week/ Date	Activity	Topic	Assigned Work Due
		"Elections in America" Estimated Page Count: 45	
	Assignment	Readings Polling Methodology Assignment	TBA/March 26 <sup>th</sup>
Week 12 March 29-April 2	Topic	Performance of Democracy	
	Summary	What is the impact of public opinion on policy? How can we (correctly) interpret the public's role in shaping democracy? How does public opinion shape participation?	
	Readings	American Public Opinion: Public Opinion and the Performance of Democracy (Chapter 11) Polling and the Public Excerpt (Chapter 9) on Canvas. Survey Report Readings: (2018) "Sports in American Culture: Popularity, Value, and Risk" Estimated Page Count: 50	Friday 2 <sup>nd</sup> @midnight
	Assignment	Readings Survey Report #7: Sports	
Week 13 April 5-9	Topic	Analysis of Polling Methodology Assignment	
	Summary	What are the findings/critical points of the public opinion poll conducted over the semester? What are the trends in the data? How can we interpret the survey results? What are the tools that we can use to analyze (other) public opinion polls?	
	Readings	Field Specific Content: 1. Video: TEDTalk: TED-Ed: "Does Your Vote Count? The Electoral College Explained" 2. TBD: Explanations from the 2020 Election	

Week/ Date	Activity	Topic	Assigned Work Due
		Survey Report Readings: TBD: Results of the 2020 Election Estimated Page Count: 20	
	Assignment	Survey Report #8: Politics and Elections	Friday 9 <sup>th</sup> @midnight
<b>Week 14</b>			
April 12-16	Topic	Special Topics Presentation Research Methods Presentation	
	Summary	How are scholars using public opinion data in their research?	
	Readings	None	
	Assignment	Attend Research Methods Presentation	TBA
<b>Week 15</b>			
April 19-21 Reading Days: April 22-23	Topic	Big Themes Assignment	TBA

### Holiday Schedule and Reading Days

Jan 18<sup>th</sup>: Martin Luther King Jr. Day, no class  
 February 24<sup>th</sup>: Mental Health and Wellness Break, no class  
 March 25<sup>th</sup>: Mental Health and Wellness Break, no class  
 April 22<sup>nd</sup>,23<sup>rd</sup>: Reading Days

## III. Grading

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### 3. Statement on Attendance and Participation

#### Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

- **Attendance:** Class attendance is required and expected. You will need to fulfill your commitment and obligation to be in class and on time every day that class is held. Excused absences are subject to my discretion and based on university criteria of excused absences.
- **Participation:** Consistent informed, thoughtful, and considerate class participation is expected. Participation grades are based on your overall contribution to the class.
  - You will be graded on the following:
    - Attendance (pass/fail)
    - Group discussion participation (participatory member/member/not present)

The participation portion of your grade for this class will be calculated on the basis of your attendance and your participation during scheduled course times/ activities. You will satisfy this requirement through your participation through video and audio presence on Zoom. You may also fulfill this requirement in certain instances through written comments in chat and discussion assignments in Canvas [if audio and visual participation is problematic]. If you cannot participate via audio/visual mechanisms during class discussion, please inform me immediately. I will work with you to come up with a solution.

- You are expected to stay up to date on current events and public opinion trends in the United States. The class will spend a few minutes each week discussing current trends. Students should come to class well informed. This is the time to demonstrate that you are somewhat aware of what is going on in our country regarding public opinion. Tip: PBS NEWSHOUR and NPR are decent resources. Try to stay away from partisan media outlets. If you decide to use partisan outlets, tread lightly and think critically about what information you are consuming. Example available on Canvas: "Why Do Partisan Media Polarize Viewers?" (Levendusky 2013). Another way to succeed in obtaining a respectable class participation score is to come to class prepared to enlighten the group about a specific poll question of your choosing (related to the topic of the week). **NOTE:** If you have personal issues that prohibit you from joining the in-class discussion, e.g., shyness, language barriers, etc., see me as soon as possible to discuss alternative modes of participation.

### 3a. WR Statements and Grading Rubric

#### Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with a basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide a minimal or inadequate discussion of ideas. Reports may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback, on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course."

## 4. Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

A minimum grade of C is required for general education credit.

A	94 – 100% of possible points		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

## IV. Quest Learning Experiences

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### 5. Details of Experiential Learning Component

Students will develop their own public opinion survey questionnaire and analyze the results.

### 6. Details of Self-Reflection Component

Students will reflect on the results of their public opinion survey. See the list of graded work for details (Polling Methodology).

## V. General Education and Quest Objectives & SLOs

### 7. This Course's Objectives—Gen Ed Primary Area and Quest

#### Social & Behavioral Sciences + Quest 2 + Course Objectives

<b>Social and Behavioral Sciences Objectives →</b>	<b>Quest 2 Objectives →</b>	<b>This Course's Objectives →</b> (This course will....)	<b>Objectives will be Accomplished By:</b> (This course will accomplish the objective in the box at left by...)
Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences.	Address in relevant ways the history, key themes, principles, terminologies, theories, or methodologies of the various social or biophysical science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.	... explore public opinion in the United States. We will focus on current topics such as immigration, gun control, abortion, capital punishment, health care, and global climate warming.	... examining and interpreting public opinion survey data.
Students will learn to identify, describe, and explain social institutions, structures or processes.	Present different social and/or biophysical science methods and theories and consider how their biases and influences shape pressing questions about the human condition and/or the state of our planet.	...focus on multidisciplinary research methods and data interpretation.	...reviewing scholarly work and survey data reports. Students will also conduct their own public opinion survey using a (free) online platform. The topics of the survey are dependent upon the student's interests.



<b>Social and Behavioral Sciences Objectives →</b>	<b>Quest 2 Objectives →</b>	<b>This Course's Objectives →</b> (This course will...)	<b>Objectives will be Accomplished By:</b> (This course will accomplish the objective in the box at left by...)
These courses emphasize the practical application of accepted problem-solving techniques.	Enable students to analyze and evaluate (in writing and other forms of communication appropriate to the social and/or biophysical sciences) qualitative or quantitative data relevant to pressing questions concerning human society and/or the state of our planet.	...provide students will the tools to analyze and interpret public opinion survey data.	...active engagement with survey data. Students will interpret survey data reports and public opinion polls each week. Students will be provided with feedback from the instructor on their interpretation of the survey report.
Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior.	Analyze critically the role social and/or the biophysical sciences play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs.	...guide students on how to read and interpret survey data or public opinion polls. Students will engage in weekly group discussions. Group discussion will challenge students to make well-informed arguments based on critical data analysis rather than uninformed opinions.	...group discussion and instructor feedback on assignments.
Students are expected to assess and analyze ethical perspectives in individual and societal decisions.	Explore or directly reference social and/or biophysical science resources outside the classroom and explain how engagement with those resources complements classroom work.	...foster student engagement by conducting a public opinion survey based on their own interests.	...creation of a public opinion survey. Students will also attend a research methods seminar (hosted by the instructor). This seminar will allow students to see how other scholars are using public opinion data in their research.

## 8. This Course’s Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest

### Social & Behavioral Sciences + Quest 2 + Course SLOs

	<b>Social and Behavioral Sciences SLOs →</b> Students will be able to...	<b>Quest 2 SLOs →</b> Students will be able to...	<b>This Course’s SLOs →</b> Students will be able to...	<b>Assessment</b> Student competencies will be assessed through...
<b>Content</b>	<b>Identify, describe, and explain</b> the history, underlying theory, and methodologies used.	<b>Identify, describe, and explain</b> the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.	<b>Identify, describe, and explain</b> public opinion trends in the United States, focusing on differences in opinions among gender, race, and natural identity with other identity categories such as (but not limited to) class, ethnicity, religion, and age.	Class participation and discussions and survey data reports.
<b>Critical Thinking</b>	<b>Identify and analyze</b> critical elements, biases, and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	<b>Critically analyze</b> quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.	<b>Analyze and Evaluate</b> contemporary public opinion topics to help students construct an overview of general opinion trends in the United States.	Class participation and discussion and survey data reports

	<b>Social and Behavioral Sciences SLOs →</b> Students will be able to...	<b>Quest 2 SLOs →</b> Students will be able to...	<b>This Course's SLOs →</b> Students will be able to...	<b>Assessment</b> Student competencies will be assessed through...
<b>Communication</b>	Communicate knowledge, thoughts, and reasoning clearly and effectively.	<b>Develop and present</b> , in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges.	<b>Develop</b> a portfolio of public opinion and public opinion trends. Students will also develop and present their survey questionnaires and results.	Survey Report Portfolio, Survey Methodology, and Big Themes Assignment
<b>Connection</b>	N/A	<b>Connect course content</b> with critical reflection on their intellectual, personal, and professional development at UF and beyond.	Critically reflect on a wide variety of topics (the economy, global climate warming, gun control, the media, culture and sports, immigration, morality policy, political elections) and discuss the implications of public opinion on these subjects. Students will critically examine the impacts during weekly group discussions and survey reports. Not only will students engage with survey data, but they will also bring in their own perspective on the subject. Students will interact with data and survey reports by discussing the results of the public opinion surveys and the implications of these opinions—incorporating their own field of study or discipline in the discussion.	Survey Report Portfolio Big Themes Assignment Participation

## VI. Required Policies

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### 10. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. Students need to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

### 11. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### 12. University Honesty Policy

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors in violation of this code the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### 13. Counseling and Wellness Center

Link for the [Counseling and Wellness Center](#); and the University Police Department: 392-1111 or 9-1-1 for emergencies.

### 14. The Writing Studio

The writing studio is committed to helping the University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or 2215 Turlington Hall for one-on-one consultations and workshops.