

SS3418: PUBLIC OPINION POLLING

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Public Opinion Polling

Subject Code

SS - Social and Behavioural Sciences

Course Number

3418

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

SS2027 Social Statistics and Research Methods or its equivalent

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to provide students with basic knowledge in public opinion polling and training in conducting polling surveys. Designs for statistical investigation and analysis of polling surveys are introduced and discussed and students will make some applications. Particular attention is given to specific issues in Hong Kong.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe key concepts and theoretical approaches on public opinion polling;	10	x	x	
2	Examine sampling techniques for polling and design polling questionnaire;	20	x	x	
3	Identify public opinions on selected issues;	10	x	x	
4	Evaluate critically existing opinion surveys in Hong Kong; and	30	x	x	
5	Conduct polling surveys, interpret polling results and generate polling reports with recommendations to solve the issue identified.	30	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	TLA1: Lecture	Lecture on (1) key concepts and methodological approaches in public opinion polling, and (2) the fundamental issues in research designs and strategies used in public opinion polling.	1, 2, 3, 4, 5

2	TLA2: Group Discussion	Group discussion on (1) & (2) above introduced in the lectures. Lectures are supported by individual/group assignments on (a) the application of public opinion polling research methods and designs, and SPSS, and (b) proposal writing and report writing.	1, 2, 3, 4, 5	
3	TLA3: Telephone Lab practices	Students are trained with phone interviewing skills through Telephone Lab practices.	1, 2, 3, 4, 5	
4	TLA4: Out-of-Classroom Activity	Out-of-Classroom Activity: group visit to a public opinion polling organization in Hong Kong will be arranged.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	AT1: Telephone Lab practice	1, 2, 3, 4, 5	20	
2	AT2: Individual/group assignments	1, 2, 3, 4, 5	10	
3	AT3: Group Research Proposal	1, 2, 3, 4, 5	25	
4	AT4: Group Research Project	1, 2, 3, 4, 5	45	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Telephone Lab practice

Criterion

Punctuality in lab practice Accuracy in conducting phone interviews

Excellent (A+, A, A-)

Excellent performance of phone interviews and punctuality in attendance

Good (B+, B, B-)

Reasonably good performance of phone interviews and punctuality in attendance

Fair (C+, C, C-)

Satisfactory performance of phone interviews and punctuality in attendance

Marginal (D)

Poor performance of phone interviews and punctuality in attendance

Failure (F)

Poor performance in both phone interviews and punctuality

Assessment Task

2. Individual / group assignments

Criterion

Ability to apply relevant concepts and skills related to opinion polling.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

3. Group research proposal

Criterion

Organisation: Refers to format and presentation: logical structure, good use of headings where appropriate# effective presentation.

Originality: Refers to original thinking, creativity, innovative analysis

Analysis: Refers to the quality, clarity, and depth of the analytical work involved in addressing questions and issues

Research effort: Includes resourcefulness, effort, and diligence in the search for and presentation of suitable information

English writing: Grammar, spelling, sentence construction, etc.

Referencing: Refers to the use of an accurate referencing system, appropriate citations in the essay, and avoidance of plagiarism.

Excellent (A+, A, A-)

An excellent paper# very good mastery of the ideas or concepts, with excellent or innovative analysis. A is on the edge of this category, but still very good

Good (B+, B, B-)

A solid paper with reasonably good analysis and use of information.

Fair (C+, C, C-)

Documentation, analysis, writing, use of concepts, referencing, and effort are mostly adequate for a passing grade, but with enough flaws and shortcomings that it cannot be judged to be “good” or “very good” .

Marginal (D)

Barely a pass. Many serious flaws and shortcomings, but adequate effort and some research

Failure (F)

does not demonstrate the minimum research effort and documentation# or substantial plagiarism

Assessment Task

4. Groupresearch report

Criterion

Organisation: Refers to format and presentation: logical structure, good use of headings where appropriate# effective presentation.

Originality: Refers to original thinking, creativity, innovative analysis

Analysis of results: Refers to the quality, clarity, and depth of the analytical work involved in addressing questions and issues

Excellent (A+, A, A-)

An excellent paper# very good mastery of the ideas or concepts, with excellent or innovative analysis of data collected. A is on the edge of this category, but still very good

Good (B+, B, B-)

A solid paper with reasonably good analysis data collected.

Fair (C+, C, C-)

Documentation, analysis, writing, use of data collected, referencing, and effort are mostly adequate for a passing grade, but with enough flaws and shortcomings that it cannot be judged to be “good” or “very good” .

Marginal (D)

barely a pass. Many serious flaws and shortcomings, but adequate effort and some research

Failure (F)

does not demonstrate the minimum research effort and documentation# or substantial plagiarism

Part III Other Information

Keyword Syllabus

The Nature of Public Opinion Polling; History of Modern Polling, Public Opinion Polling in Hong Kong; Measuring Attitudes and Opinions, and Designing Polls; Questionnaire Construction; Data Collection; Data Processing, Data Analysis & Presentation of results; Reporting Public Opinion Polls

Reading List

Compulsory Readings

	Title
1	Asher, H. B. (2004). Polling and the public: What every citizen should know, 8th Ed..Washington. D.C.: CQ Press.

Additional Readings

	Title
1	Berinsky, A. J. (2004). <i>Silent voices: Public opinion and political participation in America</i> . Princeton, N.J.: Princeton University Press.
2	Ferguson, S. D. (2000). <i>Research the public opinion environment: Theories and methods</i> . Thousand Oaks, Calif.: Sage.
3	Geer, J. G. (Ed.). (2004). <i>Public opinion and polling around the world: A historical encyclopedia</i> . Santa Barbara, Calif.: ABC-CLIO.
4	Genovese, M. A. & Streb, M. J. (2004). <i>Polls and politics: The dilemmas of democracy</i> . Albany, N.Y.: State University of New York Press.
5	Holosko, M. J. (2006). <i>Primer for critiquing social research: A student guide</i> . Australia: Brooks/Cole.
6	Lavrakas, P. J., & Traugott, M. W. (2000). <i>Election polls, the news media and democracy</i> . New York: Chatham House.
7	Newport, F. (2004). <i>Polling matters: Why leaders must listen to the wisdom of the people</i> . New York: Warner.
8	Oskamp, S., & Schultz, P. W. (2005). <i>Attitudes and opinion</i> . Mahwah, N.J.: Lawrence Erlbaum Associates.
9	Parker, P. M. (2005). <i>The 2005-2010 world outlook for marketing research and public opinion polling</i> . [Electronic Resource]. San Diego, CA: ICON Group.
10	Saris, W. E., & Sniderman, P. M. (Eds.). (2004). <i>Studies in public opinion: Attitudes, nonattitudes, measurement error, and change</i> . Princeton, N.J.: Princeton University Press.
11	Stonecash, J. M. (2003). <i>Political polling: Strategic information in campaigns</i> . Labham, Md.: Rowman & Littlefield.
12	Traugott, M. W., & Lavrakas, P. J. (2004). <i>The voter's guide to election polls</i> . Lanham, MD: Rowman & Littlefield.
13	International Journal of Public Opinion Research.
14	Public Opinion Quarterly.