POS 3233 - PUBLIC OPINION

Section: AW60

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Summer 2025
Class Meeting Days: ASC
Class Meeting Location: Online
Modality: WW
Credit Hours: 3.00

Instructor Information

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Mondays, 11:00am to 12:30pm EST, by appointment
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Course Description

POS 3233 COS-POLS 3(3,0)Public Opinion: PR: Junior standing or C.I. Nature, impact and development of public opinion, emphasizing the influence of race, gender, age, and class on opinions, voting, and political behavior. Fall.

This course provides students with an introduction to the study of public opinion in political science research. Throughout the semester, students will gain skills to study people's opinions and attitudes – applicable beyond just the academic discipline of political science. Alongside the development of this public opinion toolkit, students will examine the major findings in the field of public opinion research and evaluate the nature, development, and impact of public opinion on policy outcomes in democracies.

The course is divided into 6 modules. Each module is designed to span one full week from Monday to Sunday, with most but not all assignments being due on Sunday at 11:59 PM EST.

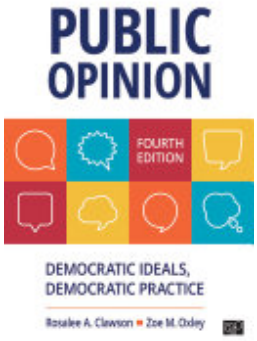
Student Learning Outcomes

After successful completion of this course, students will be able to:

- Evaluate the nature, development, and impact of public opinion on social/political outcomes.
- Compare and contrast approaches to the study of public opinion in classic studies of, and current trends in, political behavior research.
- Utilize the tools that pollsters and institutions use to gauge public opinion to expand your methodological toolkit.

- Gain awareness of the real-world career opportunities, both inside and outside of politics, that are available to students of public opinion.

Required Course Materials and Resources



Public Opinion
ISBN: 9781544390185
Authors: Rosalee A. Clawson, Zoe M. Oxley
Publisher: CQ Press
Publication Date: 2020-07-21
Edition: Fourth Edition

Course Assessment and Grading Procedure

Course Activities

As I mentioned earlier, the course is divided into 6 modules. Each module is designed to span one full week from Monday to Sunday, with most assignments being due on Sunday at 11:59 PM EST. During each module, you will learn about public opinion through a mix of short videocasts from me, readings from the Clawson & Oxley textbook and other journal/news articles from other pollsters and scholars of public opinion. To support your learning of the material, you will engage in discussions with one another on Yellowdig. Then to test your understanding of the material, there are a range of assignments and examinations that you will complete week to week.

Students should have regular access to the internet during the course and be checking and working in Webcourses regularly. Students should understand that this is a condensed summer course - meaning we are fitting the material of a normal 15/16-week semester into 6-weeks. Thus, students should be prepared to take on a heavier reading load week-to-week and complete assignments with much more regularity than a normal semester-long course.

Here is a breakdown of all of the course activities and assessments:

Syllabus Quiz

After reading through this syllabus, you need to take the Syllabus Quiz to check your understanding of some important details of the course and ensure that you are being marked as an active participant in the class for financial aid purposes. The Syllabus Quiz is worth 5% of your course grade and is due by 11:59pm EST on Sunday, May 18. You are allowed 2 attempts on the Syllabus Quiz, and the higher of the two scores will be kept.

Yellowdig Discussions

You will be engaging in online discussions throughout the semester, which are an integral part of your course grade (25% in total). In this class, we will use Yellowdig for our discussions rather than the old Canvas discussion boards. I know some of you may be hesitant to use Yellowdig - I was when I first heard about it. But I have tried it in a course that I took myself, and I think it is much better than the old Canvas option - it puts you all in control of our discussions, and allows you to earn more points based on generating productive, popular discussions amongst your peers. Thus, I think it will encourage you to write better discussion questions that people actually want to talk about, and I hope it will produce better discussions week to week.

Some of you may have never heard of this platform before, so let me answer some of your questions:

How is Yellowdig different than Discussions?

The Yellowdig platform is quite different from the Discussions tool in Canvas (Webcourses@UCF). You may be used to responding to a discussion prompt that your professor puts forward, and then writing responses and responding to another classmate or two's posts. Yellowdig works a bit differently. In Yellowdig, students (you!) decide what to contribute and how often, and you earn points automatically as you go. It's a bit more like social media and less like the old discussions platform. You "create posts" - i.e. ask questions, write out your critiques/comments on the material - and interact with each others' posts, earning points based on how much you post and how many people comment on your posts. Students who have used Yellowdig in other courses have remarked they like the freedom this allows, but it is still a departure from a familiar way of doing things.

You are probably thinking, "how do I earn credit through Yellowdig?" Well, there will be 5 "earning periods" in Yellowdig, where each earning period represents 5% of your total course grade (for a total of 25%). The first period is 2-weeks long, and the remaining four periods are 1-week long, meaning that you are able to earn participation credit by posting and commenting during each period. We will get to the specifics in just a moment, but essentially, you earn a certain number of points for creating a post, for commenting on others' posts, and for having other people comment on your posts. As the moderator, I will also award extra points to students who demonstrate particularly high-quality participation in Yellowdig. If you ask really good questions that generate lots of discussion from others, or if you write quality comments on other people's posts, you can earn lots of points easily and get a really good discussion grade for the course with ease week-to-week.

How Do I Access the Yellowdig Community?

There are several ways to access our Yellowdig community:

1. Click on Yellowdig on the course menu.
2. Click on the Yellowdig assignment in Assignments in the course menu.
3. Bookmark the Yellowdig URL to go directly to our Yellowdig community page apart from this course.
4. Download the Yellowdig mobile app.

Is Participation in Yellowdig Required?

Yellowdig is a required part of the course - this is how participation will be graded in this course.

How Do I Use Yellowdig?

Watch Learn Yellowdig in Under 3 Minutes for a brief overview of how to use Yellowdig.

Does my Yellowdig Participation Contribute Toward my Grade?

Yes. As you create posts and make comments in Yellowdig, and as others react to or comment on your posts, you will automatically receive points in Yellowdig. The points you earn in Yellowdig are passed to the course gradebook in a single column. The points you acquire will account for **25% of your course grade.**

Your goal is to earn 2,500 points by the end of the 6-week term to receive 100% for this component of your course grade. With five "earning periods" throughout the course, you should plan to earn 500 points in Yellowdig during each earning period to get full credit in this component of your grade. However, you are able to earn up to 750 points in a single week-long earning period to give you a cushion. Students are encouraged to continue participating in Yellowdig even after they have earned 2,500 points; however, extra credit will not be given for exceeding the 2,500 point goal.

You receive points during an earning period for interacting and engaging with your peers in any of the following ways

	Earning Points (by action)
Action	
Writing a Post with less than 55 words	
Writing a Post of at least 55 words	
Writing a Comment to another student's post with less than 20 words	
Writing a Comment to another student's post of at least 20 words	
Adding a video to a Post or Comment	
Receiving a Comment from another student on your Post	
Receiving a Reaction [emoji] on your Post or Comment	
Receiving an Accolade from the course facilitators	

How Much Should I Participate?

There are 5 "earning periods" for Yellowdig that span the entire course. The first period is two weeks long - to allow you time to get oriented to the platform - but the final 4 periods are one week long (opening Monday morning and closing at 11:59 PM EST on Sundays). The goal is to earn a total of 2,500 points in Yellowdig by the end of the 5 earning periods (so an average of 500 points per period). You can earn a maximum of 600 points per earning period. This means that your level of participation can vary throughout the course. However, remember that you cannot "make up" all the points as the course nears the end.

*Pro-Tip: Pick at least one day a week to mark on your calendar to "Check Yellowdig"! Students have remarked it can be easy to forget sometimes.

To learn more about how points work, see Getting Points and Passing Your Yellowdig Grade.

Here are tips to help maximize the points:

- Some of the points you earn are by receiving reactions and replies from others -- so your posts will get more points if they get a conversation started. There are many interactive features you can capitalize on, such as hashtags, mentions, emojis, videos, polls, and much more.
- Before you post, you have to select a Topic. Make sure that your contribution is relevant to that topic.
- Review others' posts before creating your own to avoid duplication of ideas.
- Continuing conversations is encouraged; feel free to return to an earlier conversation to add to it.
- Think about your audience when you participate. What do you think is engaging and important to them?
- Recognize your peers' good posts by reacting to them and commenting. They may very well return in kind.

How Often Should I Participate?

Simply put, you cannot earn points from people if you do not have posts up in the community for others to see. You are encouraged to post earlier than later, so there is ample time for others to view and comment.

Yellowdig resembles social media in the sense that you can pop into the community for short periods of time. I recommend you check our community at least twice per week. You will receive notifications when others comment on your posts or you are mentioned.

How Can I Keep Up with the Conversations in Yellowdig?

By default, the most active posts and comments will be appear at the top of the page. If you prefer a chronological view, click **Sort** and then **By Recent Posts**. You can also select **Filter** to filter posts by member (student or teacher), topic, date, hashtag, and

your own content, among others. Note that you do not have to read every single post and comment!

Can I Report a Post?

Our community will thrive when we treat each other with respect. We will be adopting Yellowdig's code of conduct. You may choose to flag a post if you believe it violates the code.

How Do I Keep Up with my Yellowdig Grade?

Yellowdig passes back your grade to the course gradebook as a percentage that represents your current pace toward earning the maximum points in Yellowdig.

Note that your Yellowdig grade can fluctuate up or down in the gradebook. This is because your Yellowdig grade is recalculated at the start of each weekly earning period and you will appear to "lose" points on the Yellowdig assignment. Don't worry! You did not lose Yellowdig points, the grade is simply calculated out of how many points you need for the current earning period to be on pace. Earn your points for the period and your grade will go back up. It's recommended to check your Yellowdig grade on the last day or two of the earning period [Saturday-Sunday].

To track your grade and understand the updates along the way, check inside the "Show Details" section of Yellowdig rather than your course gradebook. The grade calculations at the top, the Point Log details within, and My Participation will show point earning events and your grade changes a number of different and helpful ways.

Module Examinations

Each week by Sunday at 11:59 PM EST, you will complete a Module Examination. These exams each contain 20 multiple choice, true-or-false, or matching questions that will test your knowledge of that module (week)'s material. You will complete 5 exams throughout the term (at the end of each of the first 5 weeks of the course - but note that there is no examination on the last week, during which time you will be turning in the Opinion & Outcomes paper).

Each Module Exam is worth 10% of your overall grade, but I will drop your lowest exam grade at the end of the semester. Thus, the Module Exams, altogether, comprise 40% of your overall grade in the course. I encourage you to take all 5 module exams, but by

dropping your lowest grade, I am giving you some leeway if you miss a deadline or have an especially bad performance one week. To preempt any potential questions, *no* you may not take use that dropped exam to try and gain extra credit.

You must have each Module Exam completed by Sunday at 11:59pm following that week's material (for example, the Module 1 Exam will be due by Sunday, May 18th at 11:59pm). You will have only 1 attempt to complete the exam, and you will have 1 hour to complete the exam once you begin. You may use your book and notes on the exams, but you may not use internet searches or any AI-powered tools on these exams.

Qualtrics Design Assignment

During Week 2 of the course, we will begin digging into the Qualtrics platform as a way to build surveys to study public opinion. During this time, you will be learning to design surveys on the platform. The Qualtrics Design Assignment will ask you to put together a small survey, and adjust the survey flow and question requirements/dependencies. The assignment is worth 7.5% of your overall grade. Details and specific instructions will be included in the "Assignment Prompts" tab of the Webcourses page. The Qualtrics Design Assignment is due by 11:59 PM EST on Sunday, May 25th, 2025.

Survey Questions Assignment

After completing the Qualtrics Design Assignment in Week 2 of the course, we will continue working in the Qualtrics platform. During Week 3, you will continue working with survey questions and reading more about survey design. The Survey Questions Assignment will ask you to put together and defend a set of your own original (and slightly more complex) questions, along will an analysis of existing survey questions that I give you. The assignment is worth 7.5% of your overall grade. Details and specific instructions will be included in the "Assignment Prompts" tab of the Webcourses page. The Survey Questions Assignment is due by 11:59 PM EST on Sunday, June 1st, 2025.

Opinion & Outcomes Paper

During the final week of the course, you will turn in the final paper for the course: the Opinion & Outcomes Paper. During the last few weeks of this course, you will be exposed to a number of major studies/findings in the public opinion literature. One problem in this literature (and apparently for democratic societies) is the number of "gaps" in public opinion - situations where the government cannot or will not pass a

policy that the majority of the public supports, or where the government refuses to change a policy that the majority of the public opposes. For the final paper in this course, you will identify one of these "gaps" in public opinion in the United States and write an 8-10 page research paper that makes an argument as to (1.) why this gap has occurred and (2.) whether it is a good or bad for American politics. Your papers should be 12 pt. font, double spaced, normal 1" margins, Times New Roman font, and your title page and bibliography do not count toward the 8-10 pages. Details and specific instructions will be included in the "Assignment Prompts" tab of the Webcourses page. The Opinion & Outcomes Paper is due by 11:59 PM EST on Friday, June 20th, 2025.

Activity Submissions

All of your assignments will be submitted via Webcourses. All of your written assignments should be 12 pt. font, double spaced, normal 1" margins, Times New Roman font, and include both a title page and works cited/bibliography if applicable.

Course Assessment and Grading Procedures

The table shows the weight distribution for each assignment.

Assignment	**Percentage of Grade**
Syllabus Quiz	5%
Yellowdig Discussions	25%
Module 1 Exam	10%
Module 2 Exam	10%
Module 3 Exam	10%
Module 4 Exam	10%

Assignment	Percentage of Grade
Module 5 Exam	10%
Qualtrics Design Assignment	7.5%
Survey Questions Assignment	7.5%
Opinion & Outcomes Paper	15%
Total (after lowest Module Exam score is dropped)	**100%**

Consult the latest Undergraduate catalog for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
5/18/25	Syllabus Quiz	Quiz	5
5/18/25	Module 1 Examination	Quiz	10
5/25/25	Module 2 Examination	Quiz	10
5/25/25	Qualtrics Design Assignment	Assignment	7.5
6/1/25	Module 3 Examination	Quiz	10
6/1/25	Survey Questions Assignment	Assignment	7.5

Due Date	Assignment Name	Assignment Type	Points
6/8/25	Module 4 Examination	Quiz	10
6/15/25	Module 5 Examination	Quiz	10
6/20/25	Opinion & Outcomes Paper	Assignment	15
6/22/25	Yellowdig	Assignment	25

Grading Scale

This table displays the course's grade scale.

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	61-63%
F	0-60%

Policies for Course Grade

Missed/Late Assignments & Makeup Work Policy

Students are expected to submit their assignments and post on Yellowdig by the posted deadlines. Sometimes, however, life gets in our way. I am a reasonable man and I

understand that sometimes life throws wrenches at us that prevent us from meeting the deadlines that were originally set. If you encounter a situation where you find yourself unable to turn an assignment in by the deadline, please email me as soon as possible so that we discuss an appropriate course of action. For those who communicate ahead of deadlines with legitimate extenuating circumstances, I may consider small extensions. However, if you do not communicate ahead of time or do not have a legitimate excuse as to why a deadline will be missed, your assignment is considered late and can only receive half credit. I will only accept late assignments for one week past the original deadline (i.e. if you miss the deadline on Sunday at 11:59 one week, you must have the assignment submitted by Sunday at 11:59 the next week). **The Module Exams and the Opinion & Outcomes paper cannot be turned in late.**

Respectful Course Conduct

Students are expected to maintain a respectful and collaborative environment in the online discussion boards. I expect all students to interact with each other and with me in a respectful manner. If you ever feel disrespected or uncomfortable, please do not hesitate to reach out to me.

Contacting Professor Jensen

Please feel free to send me your written questions anytime via email at alexander.jensen@ucf.edu - I strive to reply promptly to your emails, but sometimes situations will arise where I don't have the chance to get back to you on the same day. I ask that you give me 24 hours before following up during the week and 48 hours before following up on weekends. If you do not receive a response from me during those timeframes, please send a polite follow-up - I would never intentionally ignore your messages! Please write your emails professionally, including pertinent information, such as the class you are in and the specific course material you are asking about.

Prof. Jensen's A.I. Policy

Students may not use ChatGPT or any equivalent AI to (1.) generate any written part of the assignments submitted in this class, or (2.) for assistance in answering questions of examinations in the course - doing so is considered plagiarism. A major part of the purpose of written assignments in higher education is to develop your own voice and enhance your critical thinking skills about these ideas that you’re studying - to enhance

your ability to generate ideas and to strengthen the expression of these ideas. Generative AI undermines this important process. We will discuss responsible AI usage in class.

Special Accommodations and Disability

While this course is online and designed to be accessible for everyone in the campus community, I am more than happy to make special arrangements for students with disabilities. If you qualify for accommodations because of a disability, please submit your accommodation letter in a timely manner so that your needs can be addressed as soon as possible. To ensure that you have accommodations up to date through Student Accessibility Services (SAS) at UCF, please go to SAS' "Start Here" page on the UCF website. There, you can find the Student Application link to get the ball rolling with your accommodations. Once your accommodations are in place, you need to set up a time to complete your exams at the SAS Testing Center if you wish to use their testing center. You must certify with this office before using formal accommodations; however, I am also happy to discuss additional ways I can make this course more accessible to you.

Changes to This Syllabus

I reserve the right to adjust this syllabus as I see fit throughout the course of the semester. Any adjustments to the syllabus will be announced in advance via email and Webcourses.

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and

course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.
b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation

from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on access and community engagement, Title IX, accessibility, or UCF’s complaint processes contact:

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty or staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

This table provides an overview of course topics by week.

Week	Topic
1	

Week/Dates	Topic	Course Materials	Assignments	Due Dates
Week 1	An Overview of Public Opinion	Screencasts 1.1 - 1.5 Clawson & Oxley, Ch. 1-4 *Recommended:* Keeter (Pew Research) - Public Opinion Polling Basics	Syllabus Quiz Module 1 Exam Yellowdig (Period 1)	5/18 a 11:59 EST

Week	Topic					
2		**Week 2**	Designing Public Opinion Research	Berinsky (2017) - "Measuring Public Opinion with Surveys" *Annual Review of Political Science* Screencasts 2.1-2.3 SUNY Stony Brook Qualtrics Tutorials Qualtrics Getting Started Guide	Module 2 Exam Qualtrics Design Assignment Yellowdig (Period 1)	5/25 a 11:59 EST
3		**Week 3**	Conducting Public Opinion Research	Boas et al. (2020) - "Recruiting large online samples in the United States and India: Facebook, Mechanical Turk, and Qualtrics" *Political Science*	Module 3 Exam Survey Questions Assignment Yellowdig (Period 2)	6/1 at 11:59 EST

Week				Topic		
				Research and Methods Krupnikov et al. (2021) - "Convenience Samples in Political Science Experiments" in *Advances in Experimental Political Science* eds. Jamie Druckman and Don Green. Cambridge University Press Screencasts 3.1-3.3		
4		**Week 4**	Do Citizens Organize Their Political Thinking? Trends in Public Opinion Research	Screencasts 4.1-4.3 Clawson & Oxley, Ch. 5-7	Module 4 Exam Yellowdig (Period 3)	6/8 at 11:59 EST

Week	Topic					
5		**Week 5**	Do Citizens Endorse & Demonstrate Basics of Democracy?	Screencasts 5.1 & 5.2 Clawson & Oxley, Ch. 8-10	Module 5 Exam Yellowdig (Period 4)	6/15 a 11:59 EST
6		**Week 6**	Public Opinion & Popular Sovereignty	Screencasts 6.1-6.3 Clawson & Oxley, Ch. 11-13	Opinion & Outcomes Paper Yellowdig (Period 5)	6/20 a 11:59 EST