

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

**SRST 623— Research Design and Statistical Reasoning (3)**  
**Fall 2011**

DAY/TIME: Tuesday 4:30 – 7:10 p.m. LOCATION: Bull Run Hall #247  
PROFESSOR: Dr. Kavita Mittapalli EMAIL ADDRESS: kmittapa@gmu.edu or  
kmittapalli@gmail.com  
**(preferred)**

OFFICE Randall's Café/The Library  
LOCATION:  
OFFICE HOURS: Before class and by  
appointment

PREREQUISITES: Graduate standing

#### INSTRUCTOR BIO

Dr. Kavita Mittapalli is an instructor at George Mason University. She received her PhD in Education, with a specialization in Research Methodology from George Mason University in May 2008. She conducts social science research and program evaluation for various agencies/organizations and school districts in the tri-state area. She presents at conferences and has published articles on arts and self-study, mixed methods, philosophy, and teacher quality and improvement in various peer-reviewed journals. In 2009, she published a book, *What Makes Public School Teachers Stay, Leave or become Non-teachers*. This work was based on her dissertation (a quantitative study using secondary data analyses - Baccalaureate and Beyond 1998-2008).

#### COURSE DESCRIPTION

Introduces basic principles of scientific and scholarly inquiry in Sport and Recreation Studies. Explores the logic and practice of methods and techniques employed in research related to sport and recreation.

Mastering the course objectives (see below) will prepare the student to plan for writing and conducting their master's project or thesis. As it is a serious, scholarly and formal undertaking by graduate students to demonstrate their ability to investigate, develop, and synthesize materials pertaining to a topic in their field of study, the skills learned in SRST 623: Research Design and Statistical Reasoning will better equip the student for this purpose.

#### COURSE OBJECTIVES

At the completion of this course, students should be able to:

1. Demonstrate appropriate use of research terminology and application of basic concepts and principles associated with scientific research;
2. Critically evaluate published research in scientific journals and the popular press;
3. Demonstrate the use of research methodologies and designs employed in SRST research;
4. Apply critical thinking and research findings in SRST practice;
5. Use descriptive and inferential statistics in analyzing research data; and
6. Prepare a research proposal **OR** conduct a mini pilot study (that will include data collection (previous data okay), analyses, and reporting)

## REQUIRED BOOKS

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publications. ISBN: 9781412965576.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

## RECOMMENDED BOOK

Thomas, J. R., Nelson, J. K., & Silverman, S. J. (2010). *Research methods in physical activity* (6<sup>th</sup> ed.). Champaign, IL: Human Kinetics.

## LIST OF JOURNALS FOR REFERENCE

[Note: This list is not exhaustive, but represents the primary refereed journals in Sport and Recreation research]

*Journal of Leisure Research*

*Therapeutic Recreation Journal*

*Journal of Park and Recreation Administration*

*Leisure Sciences*

*Leisure Studies*

*Human Dimensions of Natural Resource Management*

*Journal of Sport Management*

*International Journal of Sport Management*

*Sociology of Sport Journal*

*Quest*

*Research Quarterly for Exercise and Sport*

*International Journal of Sport Communication*

## EVALUATION

**Seven** (7) smaller writing exercises, a research proposal/final paper, and a presentation will be completed throughout the semester, thoroughly critiqued, and graded. Together, the initial seven assignments will form the basis for your research proposal/final paper. It is to your benefit to incorporate the comments given by the instructor and during the peer review process, as each assignment builds upon the next. Some class time may be devoted to reviews and critiques of written submissions. All written work must be typed and follow guidelines of the *Publication Manual of the American Psychological Association (APA)* (6<sup>th</sup> edition).

Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises, and fulfill all assignments. **Assignments must be turned in at the beginning of class on the specified date due or no credit will be given.**

Assignments have been scheduled in advance to provide you with sufficient time to plan and complete the assignment. Only students with extreme emergencies, a documented medical excuse or university-sponsored functions discussed with the professor *prior to the due date* will be given consideration for exception. Please see the professor for further clarification on individual cases. It is recommended that students make copies of all written work submitted.

This course will be graded on a point system, with a total of 100 possible points.

Requirements (details per assignment will be provided in class meetings)		Points
<i>Assignments</i>		
#1	Article Critiques (two of the following: Qualitative, Quantitative, Mixed Methods)	10
#2	Introduction (Purpose of the Study, Problem Statement, Research Questions, Hypotheses, Definitions, Limitations, Delimitations)	10

#3	Survey Instrument and/or Interview Protocol Development	10
#4	Literature Review	10
#5	Methodology (Sampling Plan, Research Design, Setting, Participants, and Data Collection)	10
#6	HSRB/Informed Consent Forms	10
#7	SPSS assignment <b>OR</b> Interview coding	10
#8	Research Presentation	10
#9	Research Proposal/Final Paper (in APA style)	15
	Participation, Etiquette, Attendance, Peer Review and Discussion	5
<b>TOTAL</b>		<b>100</b>

### Grading Scale

A	= 94 – 100	B+	= 88 – 89	C	= 70 – 79
A-	= 90 – 93	B	= 84 – 87	F	= 0 – 69
		B-	= 80 – 83		

### TENTATIVE COURSE SCHEDULE

[NOTE: ALL ASSIGNMENTS ARE DUE BEFORE CLASS VIA EMAIL ON THE DATES INDICATED]

DATE			TOPIC	READINGS/ASSIGNMENT DUE
T	AUGUST	30	<b>NO CLASS</b> INSTRUCTOR OUT FOR A FAMILY EMERGENCY	
T	September	6	Course Overview, Topics, Introduction to Research	<b>Personal autobiography before class</b>
T	September	13	Developing Research Questions, Theory, Statement Problem, Literature Review, and Critiques	Chapters 1 – 3, 5
T		20	Research Hypotheses and Variables	Chapter 7 <b>Assignment #1 Due</b>
T		27	Ethical Issues in Research and Scholarship	Chapter 4
T	October	4	Selecting a Sample, Participants, Instrumentation and Measurement	Chapter 8 <b>Assignment #2 Due</b>
T		11	<b>NO CLASS—COLUMBUS DAY RECESS</b>	
T		18	Data Collection Research Design (Lab)	Chapter 9 <b>Assignment #3 Due</b>
T		25	Qualitative Research and Statistical Analysis (Lab)	<b>Assignment #4 Due</b>
T	November	1	Data Tabulation and Statistical Analysis (Lab)	Chapter 10 <b>Assignment #5 Due</b>

T		8	<b>GUEST SPEAKER (Qualitative) tentative Dr. Arvinder Johri</b>	<b>Assignment #6 Due</b>
T		15	<b>GUEST SPEAKER (Quantitative) tentative Dr. Asma Ali</b>	<b>NO ASSIGNMENT</b>
T		22	<b>NO CLASS - WORK ON FINAL PAPERS</b>	<b>Assignment #7 Due</b>
T		29	<b>INDIVIDUAL CONSULTATIONS AND PEER REVIEW OF PAPERS</b>	<b>Final paper to peers for review</b>
T	December	6	RESEARCH PRESENTATIONS (#8)	<b>Presentations</b>
T		13	RESEARCH PRESENTATIONS (#8)	<b>Presentations; Evaluations</b>
			<b>RESEARCH PROPOSAL/FINAL PAPERS (#9) DUE</b>	<b>December 18, EST Midnight. Email</b>

*Note: Faculty reserves the right to alter the schedule as necessary.*

**VERY MINOR CHANGES TO WEEKLY CLASS SCHEDULES MAY BE MADE BASED ON STUDENTS' NEEDS. ASSIGNMENTS WILL NOT CHANGE.**

#### **ASSIGNMENT #1: ARTICLE CRITIQUE (10 POINTS)**

The intent of this assignment is to increase your familiarity with the format of research articles and the various approaches to research. Based on the article distributed in class:

#### **Instructions**

1. Locate two articles related to your topic or area of interest (ONE from two of the following analytic classifications: qualitative, quantitative, mixed methods)
2. Use the following elements to write your critiques (the product will be one document, with the critiques of article 1 and article 2 included – one after another)
2. Include proper APA citation style, including page numbers from the article when cited
3. Attach the original articles with the document when you send it to the instructor
4. Check for spelling and grammatical errors
5. It is okay to send your critiques to your peer reviewer before submission
6. Again, use the previously noted APA manual for all citations
7. Do not COPY and PASTE from the article; instead summarize and/or paraphrase
8. There is no need to consistently reference the author/s names; instead, you can use variations such as: the researchers found ... the researchers state/conclude or comment ... findings indicate .... Avoid repetition in the document.
9. Please use the following guidelines to complete the assignment. [Note: I would suggest that you copy and paste the following sections into your MSWord document, and then address each point].
10. All questions and sub-questions must be addressed. If a particular question/sub-question is not addressed in the article, please mention this fact.
11. DO NOT state YES/ NO to the questions. Provide details/explanation to the best of your ability and understanding.

#### **ARTICLE 1**

#### **Article Reference (in APA format)**

**Statement of the phenomenon of interest (provide details of what you found and understood from the article with page number/s)**

1. What is the phenomenon of interest being discussed? Is it clearly identified?
2. Has the researcher identified why the phenomenon requires a qualitative/quantitative format?
3. Has the researcher described the theoretical or philosophic underpinnings of the research?

**Purpose (provide details of what you found and understood from the article with page number/s)**

1. Has the researcher/s made explicit the purpose of conducting the research?
2. Does the researcher describe the projected significance of the work to the area of interest?

**Method (provide details of what you found and understood from the article with page number/s)**

1. Is the method used to collect data compatible with the purpose of the research?
2. Is the method adequate to address the phenomenon of interest?
3. If a particular approach is used to guide the inquiry, does the researcher complete the study according to the processes described?
4. Can you suggest an alternative data collection method?

**Sampling/Participant selection (provide details of what you found and understood from the article with page number/s)**

1. Does the researcher describe the selection of participants?
2. Are the informants who were chosen appropriate to inform the research?
3. Can you suggest another sampling method/technique appropriate for the study?

**Data collection (provide details of what you found and understood from the article with page number/s)**

1. Is data collection focused on human experience?
2. Does the researcher describe data collection strategies (i.e., interview, observation, field notes)?
3. Is protection of human participants addressed?
4. Has the researcher made explicit the procedures for collecting data?

**Data analysis (provide details of what you found and understood from the article with page number/s)**

1. Does the researcher describe the strategies used to analyze the data?
2. Does the reader understand the procedures used to analyze the data?
  - a. Do the participants recognize the experience as their own?
  - b. Can the reader follow the researcher's thinking?
  - c. Does the researcher document the research process?

**Findings (provide details of what you found and understood from the article with page number/s)**

1. Are the findings presented within a context?
2. Is the reader able to grasp the essence of the research experience from the report of the findings?
3. Are the researcher's findings true to the data?
4. Does the researcher place the report in the context of what already is known about the phenomenon?

**Conclusion, implications, and recommendations (provide details of what you found and understood from the article with page number/s)**

1. Do the conclusions, implications, and recommendations give the reader a context in which to use the findings?
2. Do the conclusions reflect the study findings?
3. Does the researcher offer recommendations for future study?
4. Has the researcher made explicit the significance of the study?

**Your additional comments/overall impression of the article**

**Any limitations of the study?**

**What would you do to add a qualitative/quantitative/mixed methods aspect of the study? And how would you conduct the study differently?**

**In your own words, summarize this article in 100-120 words.**

**ARTICLE 2**

**Article Reference (in APA format)**

**Statement of the phenomenon of interest (provide details of what you found and understood from the article with page number/s)**

1. What is the phenomenon of interest being discussed? Is it clearly identified?
2. Has the researcher identified why the phenomenon requires a qualitative/quantitative format?
3. Has the researcher described the theoretical or philosophic underpinnings of the research?

**Purpose (provide details of what you found and understood from the article with page number/s)**

1. Has the researcher/s made explicit the purpose of conducting the research?
2. Does the researcher describe the projected significance of the work to the area of interest?

**Method (provide details of what you found and understood from the article with page number/s)**

1. Is the method used to collect data compatible with the purpose of the research?
2. Is the method adequate to address the phenomenon of interest?
3. If a particular approach is used to guide the inquiry, does the researcher complete the study according to the processes described?
4. Can you suggest an alternative data collection method?

**Sampling/Participant selection (provide details of what you found and understood from the article with page number/s)**

1. Does the researcher describe the selection of participants?
2. Are the informants who were chosen appropriate to inform the research?
3. Can you suggest another sampling method/technique appropriate for the study?

**Data collection (provide details of what you found and understood from the article with page number/s)**

1. Is data collection focused on human experience?
2. Does the researcher describe data collection strategies (i.e., interview, observation, field notes)?
3. Is protection of human participants addressed?
4. Has the researcher made explicit the procedures for collecting data?

**Data analysis (provide details of what you found and understood from the article with page number/s)**

1. Does the researcher describe the strategies used to analyze the data?
2. Does the reader understand the procedures used to analyze the data?
  - a. Do the participants recognize the experience as their own?
  - b. Can the reader follow the researcher's thinking?

- c. Does the researcher document the research process?

**Findings (provide details of what you found and understood from the article with page number/s)**

1. Are the findings presented within a context?
2. Is the reader able to grasp the essence of the research experience from the report of the findings?
3. Are the researcher's findings true to the data?
4. Does the researcher place the report in the context of what already is known about the phenomenon?

**Conclusion, implications, and recommendations (provide details of what you found and understood from the article with page number/s)**

1. Do the conclusions, implications, and recommendations give the reader a context in which to use the findings?
2. Do the conclusions reflect the study findings?
3. Does the researcher offer recommendations for future study?
4. Has the researcher made explicit the significance of the study?

**Your additional comments/overall impression of the article**

**Any limitations of the study?**

**What would you do to add a qualitative/quantitative/mixed methods aspect of the study? And how would you conduct the study differently?**

**In your own words, summarize this article in 100-120 words.**

This assignment should be clearly typewritten. Please follow ALL the submission instructions. It is recommended that you make an additional copy for yourself. Grading will be based on completeness of responses, writing and formatting.

**ASSIGNMENT DUE: September 20, 2011 before class via email. NO EXCEPTIONS.**

**ASSIGNMENT #2: INTRODUCTION  
PROBLEM STATEMENT, DEFINITIONS, PURPOSE, RESEARCH QUESTIONS, HYPOTHESES, AND  
LIMITATIONS/DELIMITATIONS (10 POINTS)**

The intent of this assignment is to apply your curiosity, conceptual and practical understanding of SRST to asking questions and defining research problems. This assignment will benefit you in developing an awareness of research potential in your field of interest and planning for your final research proposal.

Specifically, you are to write an introduction to your research proposal and your preliminary review of literature. This will include:

1. An introduction to the specific topic to be investigated in your study (including the background and significance of the problem);
2. A specific statement of the problem and purpose of the study;
3. Research questions;

4. Hypothesis/es regarding the outcome of your study;
5. Definitions of terms;
6. Identification of pertinent (independent/dependent/moderating) variables and definitions; and
7. Identification of limitations and delimitations.

This assignment should be clearly typewritten in paragraph format. All written work in this course, unless otherwise indicated, should be written in the third person using complete sentences. It is recommended that you use subheadings appropriate to the assignment (e.g., Introduction, Statement of the Problem, Literature Review, Statement of the Hypothesis; Variables; Limitations and Delimitations; Reference list) to serve as a guide for “piecing together” your final proposal and to insure that you have responded to all requirements. Identify and incorporate in this introduction at least EIGHT articles appearing in refereed journals dated 2000 to present. **Your references must comprise a combination of qualitative AND empirical research articles.** Additional references providing support for significance and definitions **may** come from other literature sources.

As **presentation is everything**, grading will be based on completeness of responses, clarity and accuracy of written presentation. Appropriately cite all sources following the guidelines of the *Publication Manual of the American Psychological Association (APA)* (6<sup>th</sup> ed.). Create an APA-style cover page with running headers throughout the document. Again, this is a writing intensive course; as such you will be given feedback on this assignment that should be used to improve your writing skills (and enhance your quality of work on future assignments). Responses should be based on an integration of material from your courses, readings and practical experiences, and should demonstrate independent thought and attention to detail (e.g., grammar and spelling). It is recommended that you make a copy (for yourself) of the assignment submitted.

**ASSIGNMENT DUE: October 4, 2011 before class via email. NO EXCEPTIONS.**

**ASSIGNMENT #3: SURVEY INSTRUMENT AND/OR INTERVIEW PROTOCOL DEVELOPMENT (10 POINTS)**

The intent of this assignment is to develop a preliminary survey instrument and/or an interview protocol to be used in data collection. Specifically, you are to:

- Develop a survey instrument or data collection form. It should be formatted in-line with the data collection method selected (in other words, an interview form should have appropriate guide questions, arrows, transitions). The form should include, but is not limited to: introductory information, directions, thank you, room for comments, question variety, and proper formatting of questions. *Be creative BUT above all, rigorous and methodical.*

As **presentation is everything**, grading will be based on completeness of responses, clarity and accuracy of written presentation. Again, this is a writing intensive course; as such you should be using feedback given on previous assignments to improve your writing skills (and feedback from this assignment to enhance your quality of work on future assignments). Responses should demonstrate independent thought and attention to detail (e.g., grammar and spelling). It is recommended that you make a copy (for yourself) of the assignment submitted.

**ASSIGNMENT DUE: October 18, 2011 before class. NO EXCEPTIONS.**



## ASSIGNMENT #4: LITERATURE REVIEW (10 POINTS)

The intent of this assignment is to write a literature review. The LR will be organized by themes and sub-themes. Examples will be provided and discussed in class.

### I. Introduction

- a. Describe the overall topic that you have been investigating, why it is important to the field, and why you are interested in the topic.
- b. Identify themes and trends. Give a “big picture” of the literature.
- c. Mention the search strategy you used- how many articles you found (qual, quant, Mixed) and how many are you using for your LR.

### II. Theme A<sup>1</sup> (provide details of the findings)

- d. Overview of characteristics of the theme (commonalities, differences, nuances)
- e. Sub-theme – narrow but grouped findings related to the theme
  - i. Study 1 (Research question(s), Methods/Participants, Related Findings)
  - ii. Study 2 (Research question(s), Methods/Participants, Related Findings)
  - iii. Study 3 (Research question(s), Methods/Participants, Related Findings)
- f. Sub-theme – narrow but grouped findings related to the theme
  - i. Study 4 (Research question(s), Methods/Participants, Related Findings)
  - ii. Study 5 (Research question(s), Methods/Participants, Related Findings)
  - iii. Study 6 (Research question(s), Methods/Participants, Related Findings)
- g. Etc., etc., etc. with other findings that fit Theme A; studies can be repeated if there are multiple findings that fit under more than one theme. However, no need to re-write methods/participants in detail (just enough to remind the reader about the study).

### III. Theme B – follow outlined elements above

[Note: Keep repeating with additional themes and sub-themes, if relevant].

### IV. Conclusion: An evaluation/critique of the existing literature. This should be several paragraphs.

- a. What are the overall contributions of this literature to the field?
- b. What are the overall strengths?
- c. What are the overall weaknesses?
- d. What might be missing?
- e. What are some next steps for research? The next steps should explicitly address how to “correct” for strengths, weaknesses, and gaps.

### V. References (in APA format)

### VI. Matrix

Be sure to include a table at the end of the Literature Review that summarizes all of the studies you included in your review. Please save this matrix in a “landscape” format and make sure that the text is not “bleeding” into various pages.

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<sup>1</sup> A theme is a broad word or phrase that synthesizes a narrower group of related findings (e.g., a theme of “Resistance” would include types of resistance, resistance to whom, resisting what).

APA reference	Type of Study (qualitative/ quantitative/ mixed method)	Abstract (you may copy and pasted this section from the article)	Main Findings/ Conclusions	Your notes/comments/limitations; How is this article applicable to your study?

**ASSIGNMENT DUE; October 25, 2011 before class via email. NO EXCEPTIONS.**

**ASSIGNMENT #5: SAMPLING PLAN, RESEARCH DESIGN, INSTRUMENTATION, AND DATA COLLECTION (10 POINTS)**

The intent of this assignment is to continue development of the research proposal. Having selected a problem, formulated a hypothesis, completed a preliminary literature review, and developed your preliminary cover letter and survey instrument, IDENTIFY THE PROPOSED POPULATION AND SAMPLE, SETTING, RESEARCH DESIGN, MEASURES AND DATA COLLECTION PROCEDURES TO BE USED IN THIS STUDY. This assignment is to be written in proposal format (with cover letter and instrument in an appendix). You are to:

*Sampling Plan*

- Define the population from which the sample would be drawn. This definition should describe the size of the population and RELEVANT characteristics (e.g., age, ability, socioeconomic status).
- Describe the procedural techniques by which to select the sample and form it into groups (if appropriate). This technique should be described in detail, including justification of the technique selected. For example, do not just say that stratified sampling will be used; indicate on what basis population members will be stratified and how they will be selected and placed into treatment groups.
- Determine the sample size. Include a summary statement that indicates the sample size that will be selected and justification for this size. If using more than one group (e.g., control and experimental), indicate the relative size of each subgroup.
- Indicate the possible sources of sampling bias.

*Measurement and Data Collection*

- Briefly explain the sources for questions to be used in the survey and how you would validate and confirm the reliability of your instrument. In other words, if you plan to use one or more already existing scales or measures, describe each. Explain as well, how you plan to check the validity and reliability of scores obtained with your instruments. If you plan to use an existing instrument, summarize what you have been able to learn about the validity and reliability of previous results.
- Develop the procedural technique(s) by which to collect the data (e.g., structured face-to-face or telephone interviews; mail, fax or email surveys). REMEMBER—COOKBOOK! This technique should be described in detail, including justification of the technique selected (e.g., do not just say that a telephone survey will be conducted; indicate the exact procedures for how you will make contact with subjects and the advantages

and disadvantages of your chosen method of collection.

- Identify any possible ethical problems in carrying out such a study and how might such problems be remedied? Be sure to include: possible *harm* to participants (if any); possible *problems of confidentiality* (if any); and possible *problems of deception* (if any). Would your proposed study fit the guidelines for exempt status? If so, justify. If not, explain.

### *Research Design*

- Identify and explain the potential threats to internal validity that apply to this study (e.g., subject characteristics, mortality, location, instrumentation, testing, history, maturation, subject attitude, regression, implementation);
- Identify and describe the research design to be used in this study, why it was selected, potential threats to validity associated with the design, and aspects of the study that are believed to have minimized the potential effects of these threats.
- A figure (Xs and Os) illustrating how the selected design will be applied in the study (with written description).
- Any additions to the procedures detailing: (1) the manner in which the specific groups will be formed/selected; (2) how and when pre-test data will be collected; (3) the ways in which the groups will be different (e.g., treatment); (4) aspects of the study that will be the same or similar for all groups; and (5) how post-test data will be collected.

As **presentation is everything**, grading will be based on completeness of responses, clarity and accuracy of written presentation. Responses to each of the aforementioned requirements should be clearly typewritten in paragraph form. Appropriately cite all sources following the guidelines of the *Publications Manual of the American Psychological Association (APA)* (sixth edition). Again, this is a writing intensive course; as such you should be using feedback given on previous assignments to improve your writing skills (and feedback from this assignment to enhance your quality of work on future assignments). Responses should demonstrate independent thought and attention to detail (e.g., grammar and spelling). It is recommended that you make a copy (for yourself) of the assignment submitted.

**ASSIGNMENT DUE: November 1, 2011 before class. NO EXCEPTIONS.**

### **ASSIGNMENT #6: HSRB /INFORMED CONSENT FORMS (10 POINTS)**

Applicable Mason Human Subjects Review Board and Informed Consent forms templates will be provided and discussed in class meetings.

**ASSIGNMENT DUE: November 8, 2011 before class. NO EXCEPTIONS.**

### **ASSIGNMENT #7: SPSS ASSIGNMENT OR INTERVIEW CODING (10 POINTS)**

Details will be provided in class.

**ASSIGNMENT DUE: November 22, 2011 before class. NO EXCEPTIONS.**

## **ASSIGNMENT #8: RESEARCH PRESENTATION (10 POINTS)**

The intent of this assignment is for students to share their research proposals with an interested audience via a 10-minute PowerPoint presentation. The assignment will benefit the student by gaining experience in oral presentation skills and by providing and receiving feedback for their research proposals.

CONTENT (NOTE: More specific details will be provided. The following may be amended)

- Introduce the topic, research problem and its significance to theory and practice (Including brief reference to pertinent literature)
- Identify hypotheses and relevant variables
- Identify the potential limitations and delimitations of this study
- Define the population of interest and how the sample will be drawn (i.e., size of sample, method of sampling)
- Describe the proposed data collection and analysis procedures (including research design)
- Discuss the pilot test results and implications of study findings

PRESENTATION

- Template will be provided. Use only the provided template for the presentation.
- Prepare copies of a one-three page handout of your presentation slides for all class members
- Dress in a professional manner
- Be well prepared
- Maintain eye contact and use voice effectively
- Utilize presentation effectively
- Gain audience attention and interest
- Organize your presentation well
- Use appropriate terminology, correct spelling and grammar
- Respond to audience by answering questions, facing away from the screen
- Complete your presentation within 10 minutes
- Be attentive to other presenters and ask appropriate questions (THIS IS IMPORTANT).
- Insure the overall effectiveness (quality and clarity) of your PowerPoint Presentation

**RESEARCH PRESENTATIONS: DECEMBER 6 AND 13, 2011**

**ASSIGNMENT #9: RESEARCH PROPOSAL/FINAL PAPER (WRITTEN) (15 POINTS)**  
**THIS MAY BE FURTHER MODIFIED. PLEASE WAIT FOR FURTHER INSTRUCTIONS.**

The intent of this assignment is for the student to apply their conceptual and practical understanding of exercise, fitness, and health promotion to prepare a final and complete research proposal. The development of such a proposal will illustrate familiarity with problem formation and hypothesis development, review and critical analysis of the scholarly literature, justification and application of appropriate methodology, and consideration of the implications of research findings. This assignment is, in essence, a revision and **extension** of all content included in previous assignments.

**PRELIMINARY PAGES**

- Title Page (APA format)
- Table of Contents
- List of Tables and Figures (if you have any)
- Abstract

**MAIN BODY OF THE PROPOSAL**

- Introduction/Significance of the Study
  - Statement of the Problem
  - Review of Related Literature
  - Statement of the Hypotheses
  - Variables—Identification and Definition
  - Limitations and Delimitations

**Method**

- Participants (Target and accessible populations, sampling, sources of sampling bias)
- Instrumentation (reliability and validity)
- Procedures for Data Collection (including research design, threats to internal validity, ethics)
- Procedures for Data Analysis (descriptive statistics, inferential statistics)

- Pilot Test** Results (including description of all analyses, at least two graphics)
- Discussion (conclusions, recommendations, and implications for theory, research and practice)

- Reference List (8-10 articles from scholarly, refereed journals)

**Appendices**

Appendix A: Tables

Appendix B: Literature Review Matrix

Appendix C: Mason Human Subjects Review Board and Informed Consent Forms

Appendix E: Datae Collection Instruments

[NOTE: Elements to be included in Assignment #9 may be revised by instructor in advance of due date]

As **presentation is everything**, grading will again be based on completeness of responses, clarity and accuracy of written presentation. Exclusive of the reference list, the final research proposal must be not less than 3,500 words in length. The entire proposal must be clearly typewritten. Appropriately cite all sources following the guidelines of the *Publication Manual of the American Psychological Association (APA)* (6th ed.). Again, this is a writing intensive

course; as such you should be using feedback given on previous assignments to improve your writing skills. Responses should demonstrate independent thought and attention to detail (e.g., grammar and spelling). It is recommended that you make a copy (for yourself) of the assignment submitted.

*Email to Peer Reviewer by November 29. Provide the critique with this assignment. Make necessary revisions.*

**FORMAT FOR MINI/PILOT STUDY WILL BE PROVIDED IN CLASS.**

**ASSIGNMENT DUE: December 18, 2011, Midnight EST. NO EXCEPTIONS.**

*Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

*Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

