DAY/TIME: MTWR 9:30 – 11:45 a.m LOCATION: PW – 246 Bull Run Hall
 PROFESSOR Dr. Joel Martin EMAIL ADDRESS: jmarti38@gmu.edu
 OFFICE LOCATION: 210 Bull Run Hall PHONE NUMBER: 703-993-7607
 OFFICE HOURS: By appointment FAX NUMBER: 703-993-2025

PREREQUISITES
60 credits and one of the following: STAT 250, DESC 210 OM 210, SOC 313, OM 250, or IT 250

COURSE DESCRIPTION
Covers the development of empirical research designs for both practical and theoretical problems in health, fitness, and recreation resources management. Includes literature review of hypothesized relationships, and formulation of research proposals.

COURSE OBJECTIVES
At the completion of the course, students should be able to:
1. Define and demonstrate appropriate use of research terminology;
2. Critically evaluate published research in scientific journals and the popular press;
3. Formulate research problem statements;
4. Enumerate the values inherent in the practice of scientific research;
5. Conduct a thorough review of literature and synthesize the findings; and,
6. Prepare and sound and feasible research proposal.

Further, upon completion of this course, students will meet the following professional accreditation standards:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.14.07</td>
<td>Evaluation of programs/events.</td>
</tr>
<tr>
<td>8.17</td>
<td>Ability to apply basic principles of research and data analysis related to recreation, park resources, and leisure services.</td>
</tr>
<tr>
<td>8.23</td>
<td>Ability to utilize the tools of professional communication.</td>
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<tr>
<td>8.24</td>
<td>Ability to apply current technology to professional practice.</td>
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<tr>
<td>9A.05</td>
<td>Understanding of and ability to apply techniques of program evaluation and policy analysis which measure service effectiveness and the extent to which programmatic and organizational goals and objectives have been achieved.</td>
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Commission on the Accreditation of Athletic Training Education competencies met

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>PD 13</td>
<td>Describe and differentiate the types of quantitative and qualitative research and describe components and process of scientific research (including statistical decision-making) as it relates to athletic training research.</td>
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<tr>
<td>PD 14</td>
<td>Interpret the current research in athletic training and other related medical and health areas and apply the results to the daily practice of athletic training.</td>
</tr>
<tr>
<td>PD 4</td>
<td>Develop a research project (to include but not limited to case study, clinical research project, literature review) for an athletic training-related topic.</td>
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COURSE OVERVIEW
Writing-Intensive Designation
As this course has been designated “Writing-Intensive” (WI) – fulfilling in part the WI requirement for all HFRR majors – you are required to complete at least 3,500 words of graded writing assignments. A series of writing exercises will be completed throughout the semester, thoroughly critiqued, and graded. Together, these will form the basis for your final research proposal. It is to your benefit to study and incorporate the comments given, as each assignment builds upon the next.

Attendance and Participation
Attendance is required for this class. Arriving to class late or leaving early will be counted as an absence. Students are expected to show up prepared to class and participate during class activities. Students who know they will need to miss a class for a legitimate reason should contact the instructor before the class. Students who unexpectedly miss a class for an excused reason should contact the instructor within 24 hours of missing the class. Make-up tests, quizzes, assignments, or other grades will be granted for excused absences only. Excused absences include: serious illness, official university excused absences and extenuating circumstances. It is the student’s responsibility to contact the instructor in order to obtain the make-up work.

Academic Load
In addition to attending the lectures there will be regular assignments that may require anywhere from 5-15 hours of work per week. Additionally, regular readings will be assigned to students. Students are expected to complete all outside work on time. Extensions will not be granted on assignments unless an extenuating circumstance arises. The purpose of the assignments is to aid students in learning the material.

Honor Code
Students are held to the standards of the George Mason University Honor Code (see http://honorcode.gmu.edu for details). Violations, including cheating and plagiarism, will be reported to the Honor Committee. Student assignments may be put through plagiarism detecting software.

Assignments
All assignments must be typed unless specifically told not to. A loss of points will occur for improper grammar and spelling. It is recommended students save all assignments on their personal computers and/or a back-up device.

Class Delivery
The course is a mix of a lecture and discussion course. However, other approaches may be used to facilitate learning. These include: videos, demonstrations and in-class activities. Overall this will be a highly interactive class and students will be encouraged to participate.

Technology Use During Class
As per GMU policy, all sound emitting technology is required to be turned off during the class meeting time. No sound emitting technology (e.g., cell phones, smart phones, iPads, Tablets, pagers, etc.) is allowed at any time during the class period. Students who are observed using any form of technology inappropriately (e.g., sending text messages from cell phones, visiting social networking sites from laptops, etc) will be dismissed from class for the day, counted as an absence, and not permitted to make up missed assignments.

Correspondence
The preferred method of communication outside of class is email. Emails should originate from a George Mason email account and be in a professional format (i.e. emails should not look like a text message!).

ACADEMIC INTEGRITY:
GMU is an Honor Code University; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? First, it means that when you are responsible for a task, you will be the one to perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic
integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives and traditions. When in doubt, please ask for guidance and clarification.

**GENERAL EDUCATION OUTCOMES:**
Written communication is one of the foundation requirements of Mason’s general education curriculum. Mason’s nationally recognized writing program emphasizes writing as a process: it is not simply a way of communicating already formulated thoughts, but a way of discovering, exploring and developing new ideas. On your way to completing your proposal, you will go through the recursive processes of researching, drafting, and revising and will engage in critical thinking at all stages.

As part of the written communication component and in addition to our course objectives, upon successfully completing this course, you will be able to:

- Analyze and synthesize research using methods appropriate to Recreation, Health, and Tourism (RHT);
- Make reasoned, well-organized arguments with introductions, thesis statements, supporting evidence, and conclusions appropriate to RHT;
- Use credible evidence to include, as applicable, data from credible primary and/or secondary sources, integrated and documented accurately according to AMA style;
- Employ rhetorical strategies suited to the purpose(s) and audience(s) for the writing, to include appropriate vocabulary, voice, tone, and level of formality;
- Produce writing that employs the organizational techniques, formats, and genres typical to RHT; and,
- Produce writing that demonstrates proficiency in standard edited American English, including correct grammar/syntax, sentence structure, word choice, and punctuation.

For additional information, please see [https://assessment.gmu.edu/Genedassessment/outcomes.cfm](https://assessment.gmu.edu/Genedassessment/outcomes.cfm)

**REQUIRED READINGS**

Additional readings/articles assigned. These will be posted on Blackboard.

**SUPPLEMENTARY MATERIAL**
Supplementary materials will be used in class and posted on BlackBoard/MyMason Portal. Please print these materials and bring them to class so that you have access to them when needed.

**EVALUATION**
**Quizzes** - Short quizzes and exercises will be given on Blackboard or in class. Students are required to check Blackboard daily for quizzes and exercises.

**Research Proposal** – The creation of a research proposal is a requirement of this course. The research proposal includes a series of tasks that will be thoroughly critiqued and graded. Together, these will form the basis for your research proposal. It is to your benefit to incorporate the comments given into your final research proposal. The guidelines and grading criteria for these tasks will be available on Blackboard.

This course will be graded on a point system, with a total of 900 possible points.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>#1 Topic Selection</td>
<td>50</td>
</tr>
<tr>
<td>#2 Article Review</td>
<td>50</td>
</tr>
<tr>
<td>#3 Introduction, Literature Review, Problem Statement, Hypotheses</td>
<td>60</td>
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Grading Scale

<table>
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<tr>
<th>Grade</th>
<th>Minimum Score</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89</td>
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<tr>
<td>B</td>
<td>84 – 87</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 79</td>
</tr>
<tr>
<td>C</td>
<td>74 – 77</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73</td>
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<tr>
<td>D</td>
<td>60 – 69</td>
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<tr>
<td>F</td>
<td>0 – 59</td>
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<tr>
<td>B-</td>
<td>80 – 83</td>
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<tr>
<td>C-</td>
<td>70 – 73</td>
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TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS/ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>May 20</td>
<td>Introduction to PRLS 450 &amp; Research</td>
</tr>
<tr>
<td>T</td>
<td>May 21</td>
<td>Retrieving Information; Using the library productively; Developing the Problem and using the literature; Developing Research Topics</td>
</tr>
<tr>
<td>W</td>
<td>May 22</td>
<td>Examples of Kinesiology Research; In-class workday – Proposal Topic Assignment</td>
</tr>
<tr>
<td>TH</td>
<td>May 23</td>
<td>Research reports; Who does research; Ethical considerations in research; When to believe what you read; Quiz #1</td>
</tr>
<tr>
<td>M</td>
<td>May 27</td>
<td>No Class – Memorial Day</td>
</tr>
<tr>
<td>T</td>
<td>May 28</td>
<td>Presenting the Problem; Overview of Research Methods - Matching questions and methods</td>
</tr>
<tr>
<td>W</td>
<td>May 29</td>
<td>In-Class Workday – Proposal Introduction Assignment</td>
</tr>
<tr>
<td>TH</td>
<td>May 30</td>
<td>Ways to select a sample; Meaningfulness (effect size); Power; Quiz #2</td>
</tr>
<tr>
<td>DATE</td>
<td>TOPIC</td>
<td>READINGS/ASSIGNMENT DUE</td>
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<tr>
<td>M</td>
<td>June 3</td>
<td><em>In-Class Workday – Proposal Sampling Plan Assignment</em></td>
</tr>
</tbody>
</table>
| T    | June 4 | Getting good data: reliability, validity, trustworthiness, credibility, and other issues | Proposal Sampling Plan Assignment  
Chapter 11  
Chapter 18, pp. 329-338 |
| W    | June 5 | Descriptive Research Design and Techniques  
*In-Class Workday – Equipment Review* | Chapters 15, 16 & 17 |
| TH   | June 6 | Correlational research designs  
Casual-comparative; *Quiz #3* | Chapter 8 & pp. 303-304  
Chapter 9 & pp. 338-352 |
| M    | June 10 | Experimental and quasi-experimental designs | Equipment Review Assignment  
Chapter 9 & pp. 338-352 |
| T    | June 11 | Methods; Qualitative Research  
*In-Class Workday – Proposal Methods Assignment* | Chapter 19 |
| W    | June 12 | Descriptive Statistics & Inferential Statistics | Proposal Methods Assignment |
| TH   | June 13 | Research synthesis: Meta-analysis; *Quiz #4*  
*In-Class Workday – Proposal Data Analysis Plan Assignment* | Chapter 3, 4, 21, pp. 348-351 |
| M    | June 17 | Giving a Professional Presentation  
Pulling Together Your Final Proposal; *In-Class Workday – Presentations & Proposal Corrections* | Proposal Data Analysis Plan Assignment |
| T    | June 18 | Student Presentations & Feedback Session | All Presentations Due |
| W    | June 19 | Student Presentations & Feedback Session  
*In-Class Workday – Final Proposals* |
| TH   | June 20 | *In-Class Workday – Final Proposals* | Final Proposals (Due at 5 pm) |

**Note:** The instructor reserves the right to make changes to the course syllabus and/or schedule at any time. Students will always be informed of any changes made.

**Assignment Summaries**
Note – All assignments will be due prior to the start of class on the day they are due (unless otherwise stated). They must be submitted via Blackboard.
1. **Topic Selection Assignment**
The intent of this assignment is to encourage an early start on your research proposal including your topic selection and literature search.

2. **Article Review**
The intent of this assignment is to increase your familiarity with quantitative evidence-based peer-reviewed journal articles. Select one of the articles you are planning to use for your research proposal. Read the article thoroughly. Summarize and critique the article.

3. **Equipment Review**
Students will write a review of a piece of equipment that they have either used in the past or are likely to use in the future. The equipment review should be approximately 1 page in length (typed, double-spaced, 12 pt font).

4. **Introduction**
The intent of this assignment is to apply your curiosity, in addition to your conceptual and practical understanding of your topic to asking questions and defining research problems. Specifically, you are to write an introduction to your research proposal, a specific statement of the problem, an integrated review of the pertinent literature, identification of variables, and testable hypotheses.

5. **Sampling Plan**
The intent of this assignment is to describe the population, the sampling design, and the target sample size appropriate for evaluating your hypotheses.

6. **Methods**
The intent of this assignment is to continue development of the research proposal, specifically identifying the research design to be used, measurement tools available and detailing the data collection procedures. This assignment also includes a discussion of how you would validate and confirm the reliability of your instrument, in addition to a discussion of the possible ethical problems and their solutions for your study.

7. **Analysis Plan**
The intent of this assignment is to develop data analysis plan on how you would proceed to analyze your data if you were to conduct your proposed study. Your plan must include the appropriate descriptive and inferential statistics.

8. **Presentation**
The intent of this assignment is for you to share your research proposal with your colleagues via a 10 minute PowerPoint presentation. This assignment will allow you to gain experience in oral presentation skills. As part of the experience, your colleagues & I may ask questions about your study, and I will offer a summary critique intended to help you improve your final written proposal.

9. **Final Research Proposal**
The intent of this assignment is for you to apply your conceptual and practical understanding of your research topic to prepare a final and complete research proposal. Your proposal should illustrate your familiarity with problem formation and hypothesis development, review and critical analysis of the scholarly literature related to your study, justification of appropriate methodology, and consideration of the implications of your research. This assignment is a revision and extension of all content included in previous assignments.

**Class Activities & Assignments**
In-class activities will be assigned during the class meeting and due at the end of the course meeting. Out of class assignments are listed on the syllabus and will be submitted at the beginning of the corresponding class meeting time. **NO LATE assignments will be accepted!**

**Final Grades:**
Once your FINAL GRADE at the end of the semester is posted on mymasonportal/blackboard, you will have 24 hours to inquire about it. After that period, your grade will be posted as final.

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].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.