

George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism

SRST 623 (001) - Research Design and Statistical Reasoning
3 Credits, Fall 2016
W 4:30pm-7:15pm Robinson Hall A125

Faculty

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Prerequisites/Corequisites

Graduate standing

University Catalog 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.

Course Overview

This course is meant to provide students with an authentic learning experience by having them investigate a real-world sport or recreation management problem. Students will (a) consult with professionals in their field of interest to identify questions/problems in need of data-driven research, (b) collect and analyze real-time data, (c) provide classmates with personalized feedback on expository writing assignments, and (d) demonstrate knowledge in responses to exam questions, an oral report and a written report.

Course Delivery Method

This course will be delivered using a lecture format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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 sound and feasible research proposal.

Professional Standards (Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) “bases its accrediting process on principles, rather than standards.”)

The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2010, June). *Accreditation principles and self study preparation*. Retrieved August 18, 2014 from <http://cosmaweb.org/accredmanuals>

Upon completion of this course, students will have met the following professional standards:
Not Applicable

Required Texts

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Pallant, J. (2014). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS* (5th ed.). Columbus, OH: McGraw-Hill Education.

Other readings for the class including book chapters and journal articles will be provided throughout the semester and will be available on Blackboard (mymason.gmu.edu.) via e-reserves. Please make your own hard copies of the supplemental readings required for this course.

Recommended Readings

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments will be due at the beginning of class on the specified date due. No late work is accepted in this course. If you have an excused absence, the assignment can be sent in via email by the start of the course. You have three days after a graded assignment or exam has been returned to contact the professor to contest the grade. After three days, only the content of the graded assignment or exam can be discussed. If you have an unexcused absence on the day that an assignment or exam is returned, contact the professor ASAP to receive the assignment, as the three day contact period starts when the assignment was returned in class. For excused absences, the three day contact period starts when the student receives the assignment.

- **Assignments and Examinations**

Weekly Writing Assignments: Students will have 10 writing and computational assignments that will assess knowledge learned and assist students in the preparation of their proposal and aid in class discussion.

Exams 1 and 2: The examinations are designed to test students’ knowledge of the notes and assigned readings. The exams will consist primarily of open-ended questions, but multiple choice, true/false, and fill-in-the-blank questions may be included.

Research Presentation – Students will be provided an opportunity to present their research to peers, faculty and professionals in the field in order to receive feedback on their proposal prior to submitting a written copy. The Keynote or PowerPoint presentation needs to include an introduction, statement of problem, brief literature review, main tenets of the theoretical framework, proposed methodology and data analysis.

Research Proposal –The final assessment of student learning is a research proposal. The proposal must include an introduction, literature review, theoretical framework, methods and data analysis section. Final papers are typically in the range of 20 - 30 pages of text but no minimum or maximum page requirements are mandated. All papers are to be typed, 1 inch margins, 12 point font, follow APA formatting guidelines (double-spaced, in text references, reference list). Spelling, grammar, and formatting mistakes will count against the overall grade of the assignment.

- **Other Requirements**

Regular class attendance is expected. It enhances your academic success to be in every scheduled session. Attendance will not be taken, but the failure to show up to class can result in you missing valuable information and assignments.

Class participation is extremely important, but obviously, it is quality, not quantity that counts. We can all learn from each other. It is expected that when you have some special knowledge or relevant experience you will contribute it to the learning of the other members of the class. Useful contributions, as you know, come in many forms. Sometimes a question or a brief comment can be as or more useful to the learning of the class as a long presentation.

When communicating to the class, short messages will be sent to students via Remind, an app that facilitates mass communication. Students can receive messages via their cell phone by texting @srst6 to 81010, or via email by emailing srst6@mail.remind.com

- **Course Performance Evaluation Weighting**

This course will be graded on a point system, with a total of 600 possible.

- **Grading Policies**

A	= 94 – 100	B+	= 88 – 89	C	= 74 – 79
A-	= 90 – 93	B	= 84 – 87	F	= 0 – 73
		B-	= 80 – 83		

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Always come to class with a positive attitude and try to have fun as you learn about yourself, others, and the topic at hand! Much of the value of the course will be generated from in-class discussion. As such, you are asked to prepare for discussion by reading assigned items (prior to class) and actively participate in the conversation.

I expect you to uphold the highest ethical standards and academic integrity. This includes refraining from cheating, fabrication, and plagiarism.

Cell phone usage, working on assignments for other courses, reading newspapers or books, playing computer games, and sleeping will not be tolerated. If you participate in such behaviors, you will be asked to stop the behavior and/or asked to leave the class.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

DATE		TOPIC	READINGS/ASSIGNMENTS DUE
August	31	Introduction to Research Design and Statistical Reasoning; Value of Research in Our Professional Lives	Syllabus Student Professional Interests Assignment # 1
September	7	GMU Library Resources - Janna L Mattson Research Approaches	Chapter 1 Assignment # 2
	14	Review of the Literature and Use of Theory	Chapters 2 and 3 Assignment # 3 Plagiarism Tutorial: http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php
	21	The Purpose Statement, Research Questions and Hypotheses	Chapters 6 and 7 Assignment # 4

DATE		TOPIC	READINGS/ASSIGNMENTS DUE
	28	The Introduction	Chapter 5 Assignment # 5
October	5	Exam 1	
	12	Quantitative Designs and Data Analysis	Chapter 8 Assignment # 6
	19	Statistical Analysis	Assignment # 7
	26	Statistical Analysis	Assignment # 8
November	2	Qualitative Designs and Data Analysis	Chapter 9 Cho, J. Y. & Lee, S. (2014). Reducing Confusion about Grounded Theory and Qualitative Content Analysis Assignment # 9
	9	Mixed Method Approaches	Chapter 10 Baxter, P. & Jack, S. (2008). Qualitative Case Study Methodology Study Design and Implementation for Novice Researchers Assignment # 10
	16	Exam 2	
	23	No class- Thanksgiving recess	
	30	Research Proposal Presentations	Keynote or PowerPoint Presentation
December	7	Research Proposal Presentations	Keynote or PowerPoint Presentation
	14	Final Written Draft of Research Proposals due by 5pm	Research Proposal CITI Training Certificate

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assessment Rubric(s)

Presentation

Category	Scoring Criteria	Total Points	Score
Content (38 points)	Introduction lays out the problem and purpose of the research well	4	
	Significance (social, practical and/or scientific) and importance (how it adds to previous research) is clearly presented.	4	
	Hypotheses and/or research questions are presented	4	
	Important literature that helps frame the problem and topic is presented.	4	
	The presentation contains information about the population and sample.	4	
	The presentation contains information about the research design	4	
	The presentation contains information about how the data will be collected.	4	
	The presentation contains information about the data will be analyzed.	4	
	The text is readable and clear.	3	
	Appropriate referencing of information	3	
Presentation (12 points)	Speaker maintains good eye contact with the audience	2	
	Speaker uses a clear, audible voice.	2	
	Delivery is poised, controlled, and has an adequate pace.	2	
	Good language skills and pronunciation are used. Limited use of filler words (“umm,” “like,” etc.).	2	
	Length of presentation is within the assigned time limit (10 – 15 minutes).	2	
	Speaker is dressed in business casual or business attire.	2	
Score	Total Points	50	

Proposal

Category	Scoring Criteria	Total Points	Score
Introduction	The introduction is engaging, and provides significant general and/or cited evidence to inform the reader about the key issues involved in the proposed study. Clearly identifies and discusses research focus/purpose of research.	20	
	Research focus is clearly grounded in previous research/theoretically relevant literature		
	The problem statement is clearly stated and supported by the background and overview sections	10	
	Significance (social, practical and scientific) and importance (how it adds to previous research) is clearly identified.	10	
	Hypotheses and/or research questions are stated and clearly articulated and related to the purpose of the study	10	
Literature Review	Important literature that helps frame the problem and topic is presented. Explicit relationship between relevant literature and current topic demonstrated.	20	
	Information is related and synthesized from multiple, research-based sources.	30	
	Well organized, demonstrates logical sequencing and structure. Literature discussion organized into appropriate subtopics which follow logical sequence.	5	
	Clear, logical, appropriate transitions and coherent paragraphs facilitate organization.	10	
Methods	Proposes appropriate research design to answer research questions or test hypotheses	15	
	The proposed population and sample is appropriate for answering the research questions or testing the hypotheses.	15	
	The proposed data collection procedure is sensible and feasible. Includes survey/interview questions, if relevant.	15	
	The proposed data analysis section is specific and appropriate for analyzing the qualitative and/or quantitative data collected.	15	
	Writes in a tone and prose appropriate for a research proposal paper	5	
	Appropriate referencing of information	5	
	Great grammar/punctuation/ sentence structure	5	
	Formatted properly. Typed, 1-inch margins, 12 point font, follow APA formatting guidelines (double-spaced, in text references, reference list).	5	
	Citi Training Report	5	
Score	Total Points	200	

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