

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

SRST 450-001 – Research Methods  
3 Credits, Spring 2017  
Wednesday 4:30-7:10 p.m.: Thompson Hall Room L003

**Faculty**

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**Prerequisites/Corequisites**

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

**University Catalog 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 Overview**

**Writing-Intensive Designation**

As this course has been designated “Writing-Intensive” (WI), students will be required to complete at least 3,500 words of graded writing assignments. A series of assignments will be completed throughout the semester, thoroughly critiqued, and graded. Together, these will form the basis for your final research proposal. **Students are expected to carefully evaluate and incorporate the comments provided**, as each assignment builds upon the next.

**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 extenuating circumstances arise. The purpose of the assignments is to aid students in learning the material.

**Technology Use during Class**

Per GMU policy, all sound emitting technology (e.g., cell phones, smart phones, iPads, Tablets, pagers, etc.) is required to be turned off during the class meeting time. Students are expected to respect their classmates and their professor in this matter.

## **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.

## **Course Delivery Method**

The course will incorporate several different means of information delivery: lecture, small- and large-group discussions, videos, in-class activities, etc. This will be a highly interactive class, intended to convey the research information in interesting and practical ways. It is critical that students participate, in order to best facilitate both their own learning and the learning of their classmates.

## **Learner Outcomes or Objectives**

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

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 a sound and feasible research proposal.

**Professional Standards** (*Council on Accreditation of Parks, Recreation, Tourism and Related Professions standard met (COAPRT)*)

Upon completion of this course, students will have met the following professional standards:

7.02	Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.
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## **Required Texts**

Riddick, C.C., & Russell, R.V. (2015). *Research methods: How to conduct research in recreation, parks, sport, and tourism (3<sup>rd</sup> edition)*. Urbana, IL: Sagamore Publishing.

\*\*Additional articles will be assigned: all information will be discussed in class and posted on Blackboard.

## Course Performance Evaluation

Students are expected to submit all assignments on time via Blackboard.

### **Assignments and/or Examinations**

#1	Article Review and Research Classification	25
#2	Annotated Bibliography	40
#3	Introduction, Problem Statement, Literature Review & Hypotheses	75
#4	Sampling Plan	25
#5	Research Design, Measurement & Data Collection	75
#6	Analysis Plan	35
<i>Quizzes</i>		50
<i>Research Presentation and Outline</i>		40
<i>Research Proposal</i>		100
<i>Participation</i>		<u>35</u>
<b>TOTAL</b>		<b>500</b>

### **Grading**

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

## Professional Dispositions

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

## Class Schedule

<b>Date</b>	<b>Topic</b>	<b>Reading/Assignment Due</b>
January 25	Course Introduction/Research Basics	Part I
February 1	Evaluating Research Articles/Intro to Lit Reviews	Part II: Steps 1-2
February 8	Literature Reviews/Ethics in Research	Part II: Step 3 Part III: Step 10 <i>Article Review Due</i>
February 15	Research Questions/Hypotheses and Variables	Part II: Steps 4-5 <i>*Quiz One*</i>
February 22	Developing a Research Plan	<i>Introduction &amp; Lit Review Due</i>
March 1	Sampling/Developing a Sampling Plan	Part III: Step 6 <i>*Quiz Two*</i>
March 8	Instrumentation and Measurement	Part III: Steps 7-8 <i>Sampling Plan Due</i>
March 15	<b>NO CLASS: SPRING BREAK</b>	
March 22	Measurement and Data Collection	Part IV: Steps 9 & 11 Part IV: Steps 12-13 <i>*Quiz Three*</i>
March 29	Data Analysis: Descriptive and Inferential Statistics	Part IV: Step 14A <i>Research Design/Data Collection Plan Due</i>
April 5	Data Analysis/Interpreting Results	Part IV: Step 14B

		<i>*Quiz Four*</i>
April 12	Results and Discussion Sections	Part V: Steps 15-17 <i>Analysis Plan Due</i>
April 19	<b>Research Proposal Presentations</b>	Part VI
April 26	<b>Research Proposal Presentations</b>	
May 3	<b>Research Proposal Presentations &amp; Conclusions</b>	
May 10	<b>CLASS DOES NOT MEET</b>	<i>All Final Proposals Must Be Submitted by 4:30 p.m.</i>

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

### **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://oi.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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.

- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

