

George Mason University
College of Education and Human Development
Kinesiology

KINE 450.001 —Research Methods
3 Credits, Spring 2017
T, R 10:30 – 11:45 AM, Bull Run Hall 252 – SciTech Campus

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. Fulfills writing intensive requirement in the major.

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.

COURSE DELIVERY METHOD

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.

LEARNING OUTCOMES OR 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 a sound and feasible research proposal.

PROFESSIONAL STANDARDS

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

Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT):

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 <i>that</i> embrace personal and cultural dimensions of diversity.
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Commission on the Accreditation of Athletic Training Education competencies met

PD 13	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.
PD 14	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.
PD 4	Develop a research project (to include but not limited to case study, clinical research project, literature review) for an athletic training-related topic.

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

1.3.14	Ability to obtain informed consent.
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REQUIRED TEXTS

Matthews T., D. & Kostelis K., T. (2011). *Designing and Conducting Research in Health and Human Performance*. Jossey-Bass.

SUPPLEMENTARY MATERIAL

Supplementary materials will be used in class and posted on Blackboard.

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). **All assignments should be turned in on Blackboard.**

Assignments and Examinations:

Quizzes – Unannounced Short quizzes and exercises may be given in selected classes.

Exams – One examination shall be given as a mid-term.

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 550 possible points via assignments.

	Points
Assignments – 60%	
#1 Topic Selection	25
#2 Article Review & Presentation	50
#3 Introduction, Literature Review, Purpose Statement, Hypotheses	100
#4 Sample Plan (50)/Methods (50)	100
#5 Data Analysis Plan	75
#6 Presentation	100
#7 Final Research Proposal	100
Quizzes – 15%	
Attendance/Participation – 5%	
Exam – 20%	

TOTAL

100%

GRADING

A = 94 – 100	B+ = 87 – 89	C+ = 77 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 86	C = 74 – 76	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

Assignment Summaries

Note – All assignments will be due prior to the start of class on the day they are due. They should 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 and Presentation

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. You will present (5 minutes) a summary of the key points from your article. This will serve as an opportunity to improve your oral communication.

3. Introduction and Review of Literature

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.

4. Sampling Plan and Methods

The intent of this assignment is to describe the population, the sampling design, and the target sample size appropriate for evaluating your hypotheses. In addition, you will identify 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

5. 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.

6. 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 we will offer a summary critique intended to help you improve your final written proposal.

7. 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.

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. 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. 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. Assignments must be turned in at the beginning of class on the specified date due or **no credit will be given**.

CLASS SCHEDULE

Date				Topic & potential in class assignments	Readings/Assignments Due
#1	T	JAN	24	Introduction to PRLS	Ch. 1-2
#2	R		26	Information retrieval and problem development; Developing research topics	Ch. 2-3
#3	T		31	Current research examples and review	
#4	R	FEB	2	Ethical considerations in research	
#5	T		7	Problem presentation and overview; Matching questions with methods	Proposal Topic Assignment Ch. 8
#6	R		9	Article summary presentations; Literature review	
#7	T		14	Writing the introduction	Ch. 4
#8	R		16	Proposal development and sampling	Article Review Assignment
#9	T		21	Review of literature	Ch. 9
#10	R		23	Reliability and validity	Ch. 10
#11	T		28	Collecting credible data	
#12	R	MAR	2	Quantitative research methods	Ch. 5
#13	T		7	Qualitative research methods	Intro/Lit Review Assignment Ch. 6
#14	R		9	Mixed research methods	Ch. 7
			14-16	SPRING BREAK	

#15	T		21	Data analysis/statistics	
#16	R		23	Data analysis/statistics	Ch. 11-13
#17	T		28	Proposal data analysis planning	
#18	R		30	Results and discussion	Sampling/Methods Assignment
#19	T	APR	4	Creating an abstract; Defending your research	Ch. 14-15
#20	R		6	Exam 1	
#21	T		11	Creating professional presentations	Analysis Assignment
#22	R		13	Peer review and critique	
#23	T		18	Research conferences and invited talks	
#24	R		20	Putting it all together	
#25	T		25	Presentations	
#26	R		27	Presentations	Presentation Assignment
#27	T	MAY	2	Presentations	
#28	R		4	Presentations and feedback	
#29	T		9	Research Challenge	
#30	R		11	<i>Final Proposals</i>	Final Proposal Due

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://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/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/>.

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.

