

George Mason University
College of Education and Human Development
Sport and Recreation Studies

SRST 796 - Seminar in Sport and Recreation Studies
1 Credit, Spring 2018

Faculty

Name: Dr. R. Pierre Rodgers and Dr. Brenda P. Wiggins
Office Hours: By Appointment
Office Location: Thompson Hall 1409 and 1407
Office Phone: 703.993.8317
Email Address: prodgers@gmu.edu and bwiggins@gmu.edu

Corequisites

SRST 798 or SRST 799

University Catalog Course Description

Scholarly forum for the presentation and discussion of contemporary topics in sport and recreation studies. Graduate students, faculty, and visiting scholars/practitioners share ongoing research and practical applications.

Course Overview

The Seminar in Sport and Recreation Studies provides a forum for graduate students to present to other graduate students, faculty, and visiting scholars/practitioners topics of their choice. In most cases, research and practical applications will be based on student thesis, project, or internship efforts, and prospective outcomes. Since the same work may not be assigned credit in different academic courses of the graduate program, presentations and discussion in this graduate seminar should not consist of exactly the same work as that presented in previous courses. All presenters will be asked to submit an abstract; for students, these must be approved in advance by their thesis/project/internship chair/supervisor. Attendance at the Seminar is a required component of the graduate program. All students will be required to present at least once. Please see Graduate Student Handbook for further information. All graduate students in the program will be encouraged to participate in Seminar meetings as a means for interacting with students and faculty in a scholarly community.

Course Delivery Method

This course will be delivered using a seminar format.

Learner Outcomes or Objectives

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

1. Critically consider the broad range of topics in sport and recreation studies and allied fields, from theoretical, methodological, and professional practice perspectives.

2. Develop and deliver a scholarly presentation based on research or practice, and lead an informed discussion.
3. Engage in opportunities for enhancement of professional development

Professional Standards [Commission of Sport Management Accreditation (COSMA)]

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

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of COSMA. COSMA (2016, 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. (2016, May). *Accreditation principles manual & guidelines for self-study preparation*. Retrieved November 30, 2016 from <http://www.cosmaweb.org/accreditation-manuals.html>

Required Texts

None

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Assignments and/or Examinations**
Grades will be assigned on the basis of participation (10%); an abstract (20%); and scholarly presentation and discussion based on research, thesis, project, internship or practice (70%). See the attached rubric for the presentation.
- **Other Requirements**
Regular attendance is expected. Active participation in the discussion, typically at the end of a talk, will enhance the experience for speaker and audience.
- **Grading**
Since the Seminar in Sport and Recreation Studies is designed to provide a guided learning experience, grades will be assigned on an S (satisfactory) or U (unsatisfactory) scale. On this graduate scale, S is equivalent to a B or better, and U is equivalent to a B- or lower. An

overall indication of “competence” as assessed by the matrix will satisfy satisfactory completion of the course.

Professional Dispositions

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

Class Schedule

DATE		ASSIGNMENT	READING
Class Meeting 1		Introduction to course	
Class Meeting 2		Research or topical presentations	
Class Meeting 3		Research or topical presentations	
Class Meeting 4		Research or topical presentations	
Class Meeting 5		Research or topical presentations	
Class Meeting 6		Research or topical presentations	
Class Meeting 7		Research or topical presentations	
Class Meeting 8		Research or topical presentations	

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 <https://catalog.gmu.edu/policies/honor-code-system/> <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://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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



SRST 796 Evaluation Matrix

Student Name: _____

Date: _____

Title of Presentation: _____

Presentation Topic: Scholarly Research Thesis Project Internship

Rating	Excellent (4)	Very Good (3)	Fair (2)	Poor (1)	Score
<i>Speaking skills</i>	All of audience can hear presentation; maintains eye contact with audience; clear, expressive voice; poised, good posture, no distracting mannerisms	Most of audience can hear presentation; eye contact most of the time; clear voice, but not as expressive; a little nervous, not as polished	Difficult to hear; occasional eye contact; some mumbling, little or no expression; nervous, some distracting mannerisms; reads much of slides	Audience can't hear presentation; no eye contact; hard to understand, monotone; speaker uncomfortable and uninterested; reads slides word for word	
<i>Audience interaction</i>	Held audience's attention throughout, points made in creative way; listened carefully to	Held audience attention most of the time; polite in answering questions, but not as directly	Difficulty holding audience attention, facts presented with	Completely lost audience attention; started responding before questions finished;	

Rating	Excellent (4)	Very Good (3)	Fair (2)	Poor (1)	Score
	audience questions and responded directly to questions asked		little or no imagination; lengthy answers, sometimes without answering the question asked	answers often unrelated to the question asked	
Visuals	Visually pleasing and easy to read; good use of white space, color, backgrounds; images and graphics support and enhance content	Adequate layout, but with some fonts, colors, backgrounds difficult to read	Difficult to read, cluttered appearance; images improperly sized; some distracting graphics or animations	Confusing layout, text extremely difficult to read; many graphics, sounds, animations distract from the presentation	
Organization	Presented in logical sequence; introduction and background give proper context; key points and conclusions are clear and well developed	Most information presented in logical sequence; clear introduction; adequate background; some irrelevant information	Some problems with sequencing, lacks clear transitions; incomplete or overly detailed introduction; emphasis given to less important information	Little or no organization, difficult to follow; missing or ineffective introduction; confusing or no background; key points unclear	
Subject knowledge	Demonstrates in depth knowledge; answers questions with explanations and elaboration	Adequate knowledge of most topics; answers questions, but fails to elaborate	Superficial knowledge of topic; only able to answer basic questions	Does not have grasp of information; cannot answer questions about subject	
Literature review or background	Thoroughly, but concisely, describes previous and related work; clearly explains how current work fits into broader field	Describes previous and related work; makes connection to current work	Mentions other work done in field; connections to current work not as clear	Unaware of other work done in the field; little or no context for current work	
Hypothesis and research/ action plan	Novel and challenging research question; well thought out research plan;	Focused and challenging research question; minor flaws in research plan;	Poorly focused research question; incomplete research plan; not very	Research question requires little creative thought; incoherent	

Rating	Excellent (4)	Very Good (3)	Fair (2)	Poor (1)	Score
<i>(if applicable)</i>	original and significant	makes modest contribution to field	original or significant	research plan; little or no contribution to the field	
<i>Methods (if applicable)</i>	Uses or develops best suited tools, methods, approaches; describes methods in detail; understands pros/cons of methods	Uses a variety of Appropriate techniques; describes methods; good understanding of methods	Uses limited number of standard techniques; incomplete description of methods; basic understanding of methods	Poor selection of techniques; no description; does not understand methods used	
<i>Analysis (if applicable)</i>	Correctly interpreted results; Accounted for error and uncertainty; Explores in depth interesting issues and connections	Correct, but incomplete data analysis; partially accounted for error; explores some interesting issues and connections	Some errors in interpreting data; faulty error analysis; does not explore all possibilities and misses connections	Major errors in data interpretation; no error analysis; little or no exploration of results	
<i>Conclusions and implications for research or practice</i>	Insightful conclusions supported by evidence; discusses implications and application; recommends future directions for research	Conclusions supported by evidence; some discussion of implications and future directions	Conclusions could be supported by stronger evidence; minimal discussion of implications and future work	Conclusions not supported by evidence; no discussion of implications and future work	

Other Comments

Total Score