

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

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

**Faculty**

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**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	

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/> ).
- 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 turned off 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/>.
- 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
<b>Speaking skills</b>	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	
<b>Audience interaction</b>	Held audience's attention throughout, points made in creative way; listened carefully to audience questions and responded directly to questions asked	Held audience attention most of the time; polite in answering questions, but not as directly	Difficulty holding audience attention, facts presented with little or no imagination; lengthy answers, sometimes without answering the question asked	Completely lost audience attention; started responding before questions finished; answers often unrelated to the question asked	
<b>Visuals</b>	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	
<b>Organization</b>	Presented in logical sequence; introduction and background give	Most information presented in logical sequence; clear introduction; adequate	Some problems with sequencing, lacks clear	Little or no organization, difficult to follow; missing or ineffective	

Rating	Excellent (4)	Very Good (3)	Fair (2)	Poor (1)	Score
	proper context; key points and conclusions are clear and well developed	background; some irrelevant information	transitions; incomplete or overly detailed introduction; emphasis given to less important information	introduction; confusing or no background; key points unclear	
<b>Subject knowledge</b>	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	
<b>Literature review or background</b>	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	
<b>Hypothesis and research/ action plan (if applicable)</b>	Novel and challenging research question; well thought out research plan; original and significant	Focused and challenging research question; minor flaws in research plan; makes modest contribution to field	Poorly focused research question; incomplete research plan; not very original or significant	Research question requires little creative thought; incoherent research plan; little or no contribution to the field	
<b>Methods (if applicable)</b>	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	
<b>Analysis (if applicable)</b>	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	

Rating	Excellent (4)	Very Good (3)	Fair (2)	Poor (1)	Score
<b>Conclusions and implications for research or practice</b>	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	
<b>Other Comments</b>					<b>Total Score</b>