SRST 796.001 – Seminar in Sport and Recreation Studies
1 Credit, Fall 2018
F 10:30a – 12:30p Thompson Hall L013 – Fairfax Campus

MEETING DATES:
FRIDAY 9/7 - 10:30A.M. – 12:30 P.M. - TH L013
FRIDAY 9/28 - 10:30A.M. – 12:30 P.M. - TH L013
FRIDAY 10/19 10:30A.M. – 12:30 P.M. - TH L013
FRIDAY 11/9 - 10:30A.M. – 12:30 P.M. - TH L013
FRIDAY 11/30 – 10:30 A.M. – 12:30 P.M. - TH L013

FACULTY
Name:   Dr. Susan L. Slocum
Office Hours:   By Appointment
Office Location:   Bull Run Hall, Room 201D, Science and Technology campus
Phone:   703-993-4260
Email:  sslocum@gmu.edu

PREREQUISITES
Graduate Standing. All other coursework with the exception of concurrent capstone

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. Offered by Recreation, Health & Tourism. May not be repeated for credit.

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
Seminar

LEARNER OUTCOMES AND COURSE 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:


REQUIRED TEXTS
None

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).

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%).

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.

See the attached rubric for the presentation.
<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Abstract</td>
<td>20</td>
</tr>
<tr>
<td>Presentation</td>
<td>70</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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</table>

**PROFESSIONAL DISPOSITIONS**
See [https://cehd.gmu.edu/students/polices-procedures/](https://cehd.gmu.edu/students/polices-procedures/)

**PROPOSED CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Learning Experiences</th>
<th>Speaker</th>
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</thead>
</table>
| F    | Introduction to the course | Dr. Jaqueline McDowell – Thesis-style presentation  
Dr. Maggie Daniels – Project-style presentation |
| F    | Writing an abstract/Defending your research  
Student Presentations | TBD |
| F    | Student Presentations  
Abstract due | TBD |
| F    | Student Presentations | TBD |
| F    | Student Presentations | TBD |

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/](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/](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/](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://coursessupport.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/.

BLACKBOARD REQUIREMENTS

Every student registered for any (Sport and Recreation Studies program) course with a required performance-based assessment is required to submit this assessment (group writing assignments, case study presentations, research paper and weekly on-line quizzes) to Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.
SRST 796 Evaluation Matrix

Student Name: _________________________________________
Date: _________________________________________________
Title of Presentation: _____________________________________
Presentation Topic:
☐ Scholarly Research
☐ Thesis
☐ Project
☐ Internship

<table>
<thead>
<tr>
<th>Rating</th>
<th>Excellent (4)</th>
<th>Very Good (3)</th>
<th>Fair (2)</th>
<th>Poor (1)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking skills</td>
<td>All of audience can hear presentation; maintains eye contact with audience;</td>
<td>Most of audience can hear presentation; eye contact most of the time; clear</td>
<td>Difficult to hear; occasional eye contact; some mumbling, little or no</td>
<td>Audience can’t hear presentation; no eye contact; hard to understand,</td>
<td></td>
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<tr>
<td></td>
<td>clear, expressive voice; poised, good posture, no distracting mannerisms</td>
<td>voice, but not as expressive; a little nervous, not as polished</td>
<td>expression; nervous, some distracting mannerisms; reads much of slides</td>
<td>monotone; speaker uncomfortable and uninterested; reads slides word for word</td>
<td></td>
</tr>
<tr>
<td>Audience interaction</td>
<td>Held audience’s attention throughout, points made in creative way; listened</td>
<td>Held audience attention most of the time; polite in answering questions, but not</td>
<td>Difficulty holding audience attention, facts presented with little or no</td>
<td>Completely lost audience attention; started responding before questions</td>
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<tr>
<td></td>
<td>carefully to audience questions and responded directly to questions asked</td>
<td>as directly</td>
<td>imagination; lengthy answers, sometimes without answering the question</td>
<td>finished; answers often unrelated to the question asked</td>
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<tr>
<td>Visuals</td>
<td>Visually pleasing And easy to read; good use of white</td>
<td>Adequate layout, but with some fonts, colors,</td>
<td>Difficult to read, cluttered appearance; images improperly</td>
<td>Confusing layout, text extremely difficult</td>
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<tr>
<td>Organization</td>
<td>Presented in logical sequence; introduction and background give proper context; key points and conclusions are clear and well developed</td>
<td>Most information presented in logical sequence; clear introduction; adequate background; some irrelevant information</td>
<td>Some problems with sequencing, lacks clear transitions; incomplete or overly detailed introduction; emphasis given to less important information</td>
<td>Little or no organization, difficult to follow; missing or ineffective introduction; confusing or no background; key points unclear</td>
<td></td>
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<tr>
<td>Subject knowledge</td>
<td>Demonstrates in depth knowledge; answers questions with explanations and elaboration</td>
<td>Adequate knowledge of most topics; answers questions, but fails to elaborate</td>
<td>Superficial knowledge of topic; only able to answer basic questions</td>
<td>Does not have grasp Of information; cannot answer questions about subject</td>
<td></td>
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<tr>
<td>Literature review or background</td>
<td>Thoroughly, but concisely, describes previous and related work; clearly explains how current work fits into broader field</td>
<td>Describes previous And related work; makes connection to current work</td>
<td>Mentions other work done in field; connections to current work not as clear</td>
<td>Unaware of other work done in the field; little or no context for current work</td>
<td></td>
</tr>
<tr>
<td>Hypothesis and research / action plan (if applicable)</td>
<td>Novel and challenging research question; well thought out research plan; original and significant</td>
<td>Focused and challenging research question; minor flaws in research plan; makes modest contribution to field</td>
<td>Poorly focused research question; incomplete research plan; not very original or significant</td>
<td>Research question requires little creative thought; incoherent research plan; little or no contribution to the field</td>
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<tr>
<td>Methods (if applicable)</td>
<td>Uses or develops best suited tools, methods, approaches; describes methods in detail; understands pros/cons of methods</td>
<td>Uses a variety of appropriate techniques; describes methods; good understanding of methods</td>
<td>Uses limited number Of standard techniques; incomplete description of methods; basic understanding of methods</td>
<td>Poor selection of techniques; no description; does not understand methods used</td>
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<tr>
<td>Analysis (if applicable)</td>
<td>Correctly interpreted results; Accounted for error and uncertainty; Explores in depth interesting issues and connections</td>
<td>Correct, but incomplete data analysis; partially accounted for error; explores some interesting issues and connections</td>
<td>Some errors in interpreting data; faulty error analysis; does not explore all possibilities and misses connections</td>
<td>Major errors in data interpretation; no error analysis; little or no exploration of results</td>
<td></td>
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<tr>
<td>Conclusions and implications for research or practice</td>
<td>Insightful conclusions supported by evidence; discusses implications and application; recommends future directions for research</td>
<td>Conclusions supported by evidence; some discussion of implications and future directions</td>
<td>Conclusions could be supported by stronger evidence; minimal discussion of implications and future work</td>
<td>Conclusions not supported by evidence; no discussion of implications and future work</td>
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TOTAL SCORE