George Mason University
College of Education and Human Development
Kinesiology

KINE450.DL1: Research Methods
3 Credits, Spring 2019
Online

Faculty

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Virtual Office hours: Monday, Tuesday, Friday 9:00 AM to 11:00 AM & 1:00 PM to 3:00 PM or by appointment via Blackboard Collaborate or Skype

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

This course will be delivered online (76% or more) using asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. **The course site will be available on January 22, 2018.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer, Chrome or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your*

words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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
Upon completion of this course, students will have met the following professional standards:
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 that embrace personal and cultural dimensions of diversity.

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.

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).

Assignments and Examination:
  Research Proposal:

The creation of 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 from 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.

Assignment Summaries
Note – All assignments must be submitted <u>no later than midnight</u> on the day they are due to be considered on time. They should be submitted via Blackboard. <u>Late assignments (1 minute up to 24 hours late) will receive a 1/2 credit and no credit after that.</u>

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
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.

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 detail the data collection procedures. This assignment also includes a discussion of how you would validate and confirm the reliability of your instrument. In addition, a discussion of the possible ethical problems and their solutions for your study must be included.

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 20-minute PowerPoint presentation. This assignment will allow you to gain experience in oral presentation skills. Using the discussion board, 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 in order 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, as well as consideration of the implications of your research. This assignment is a revision and extension of all content included in previous assignments.

Participation
The success of the course depends upon your active participation in all class activities including completion of assigned readings, participation in class discussions and careful preparation of peer responses and other assignments.

Quizzes
There will be two (2), quizzes in this course. The dates for the quizzes are listed in the schedule of the syllabus.

Professionalism
Students are expected to behave in a professional manner. Depending on the setting professionalism may look slightly different but generally consists of similar components. For undergraduate Kinesiology students in a classroom setting professionalism generally consists of the following components:

Communication – When communicating with the instructor and classmates, either face-to-face or via email, students should address the other person appropriately, use appropriate language and maintain a pleasant demeanor.

Example email with instructor:
Dr. Park,

I have a question regarding….

Regards,
Student's Name

Example in-person interaction with instructor:
Student: Professor (*instructor's last name*) I have a question regarding….
Professor: (Student's name) I would be happy to help you. What is your question?
Student: My question is……….
Professor: The answer to that question is…
Student: Professor (*instructor's last name)* thank you for your time and availability to answer my questions.

Responsibility/Accountability/ Honesty/Integrity– Professionals take responsibility for their actions and are accountable. This can occur at multiple levels but generally consists of completing assignments on time, submitting work that is of the appropriate quality, honoring commitments and owning up to mistakes. Students are expected to be honest with the instructor, classmates and themselves. Professionals keep their word when committing to something and act in an ethical manner. See George Mason University policy for further guidance.

Self-Improvement/Self-awareness– One should be aware of their strengths/weaknesses and constantly seek to improve. Professionals regularly seek out opportunities to increase their knowledge and improve their current skill set. Specific to this class an example of how a student may demonstrate self-improvement/self-awareness is by attending office hours following a poor grade on an exam or assignment.

Professionalism evaluation – *Any professionalism violation will be documented by the instructor. Violations will result in a 1-point deduction from the final average. In extreme cases the student may be dismissed from the class at the discretion of the instructor.*

- **Other Requirements**
  - o **Correspondence**
    - ▪ The preferred method of communication is email. Emails should originate from a George Mason email account and be in a professional format (i.e. emails should not look like a text message!). *Emails with no text in the body will not be acknowledged.*

- **Grading**
  - o This course will be graded on a point system, with a total of 850 possible points.

Assignment – 550 points	Points
#1 Topic Selection	25
#2 Article Review	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
Participation – 200 points	
Weekly Reading Comprehensions (at 10 pts. Per chapter)	150
Peer Review of Presentation	50
Examinations – 100 points	
#1 Methods Quiz	50
#2 Statistics Quiz	50

Grading Scale

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
See https://cehd.gmu.edu/students/polices-procedures/

KINE 450 Spring 2019 Class Schedule

DAE		TOPIC	READINGS/ASSIGNMENT (DUE@ 11:59pm)
Week 1	1/21-1/27	*Introduction to Research Concepts in Research Designs*	1) Read Chapter 1-2 2) Complete Chapter 1-2 Reading Comprehensions (RC)
Week 2	1/28-2/3	*Developing Your Research Topic Interpreting Research Reports*	1) Read Chapter 3 2) Complete Chapter 3 RC 3) **Topic Selection Assignment due Feb 3**
Week 3	2/4-2/10	*Ethics in Research*	1) Read Chapter 8 2) Complete Chapter 8 RC
Week 4	2/11-2/17	*Writing the Review of Literature*	1) Read Chapter 4 2) Complete Chapter 4 RC 3) **Article Review Assignment due Feb 17**
Week 5	2/18 – 2/24	*Developing your Research Proposal*	1) Read Chapter 9 2) Complete Chapter 9 RC
Week 6	2/25 – 3/3	**Validity, Reliability, Objectivity**	1) Read Chapter 10 2) Complete Chapter 10 RC
Week 7	3/4 – 3/10	*Quantitative Research Design*	1) Read Chapter 5 2) Complete Chapter 5 RC 3) **Introduction and Literature Review Assignment due Mar 10**
Week 8	3/11 -3/17	*Enjoy Spring Break!*	
Week 9	3/18-3/24	*Qualitative Research Designs*	1) Read Chapter 6 2) Complete Chapter 6 RC
Week 10	3/25-3/31	*Mixed-Methods and Action Research Designs*	1) Read Chapter 7 2) Complete Chapter 7 RC

Week 11	4/1-4/7	*Introduction to Statistics and Hypothesis Testing*	1) Read Chapter 11 2) Complete Chapter 11 RC 3) **Sampling Plan/Methods Assignment due Apr 7**
Week 12	4/8-4/14	*Quantitative Data Analysis & Interpreting the Data*	1) Read Chapter 12-13 2) Complete Chapter 12-13 RC 3) **Methods Quiz open Apr 12-14**
Week 13	4/15-4/21	*Results and Discussion: Writing What You Found*	1) Read Chapters 14 2) Complete Chapter 14 RC 3) **Analysis Plan Assignment due Apr 21**
Week 14	4/22-4/28	*Presenting Your Research*	1) Read Chapter 15 2) Complete Chapter 15 RC 3) **Statistics Quiz open Apr 26-28**
Week 15	4/29-5/5	*Student Presentations*	**1) Presentation Assignment due May 3 Peer Reviews Indiv. Assigned due May 5**
Exam Week		**Final Proposal Due Friday, May 10**	

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 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

- 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/).

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- 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/students/ .

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.

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