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

SRST 450-A01 – Research Methods
3 Credits, Summer 2019
May 20, 2019 - June 22, 2019

Faculty
Name: Dr. Christopher Atwater
Office Hours: By Skype Appointment
Office Location: By Skype Appointment
Office Phone: 202-500-6279
Email Address: catwater@gmu.edu

Perquisites
STAT 250 and 60 credits.

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. Offered by Recreation, Health & Tourism. Limited to three attempts.

Course Overview

This course is a designated "Writing-Intensive" (*WI*) course – fulfilling in part the *WI* requirement for all HFRR majors – therefore, each person will complete at least 3,500 words of graded writing assignments. To help make this a manageable task, we divided the course into **5** smaller writing exercises you'll complete throughout the semester. These will be thoroughly critiqued and graded and will form the basis for your final Research Proposal. I'll do all I can to share knowledge, skills, and techniques for success, but it will be your responsibility to study and incorporate the comments on your papers, suggestions from your colleagues, and information from the text. We'll follow the guidelines of the ***Publication Manual of the American Psychological Association (APA)* (6th ed.).**

Unless otherwise noted, **all written papers will be submitted electronically via email**.
Assignments will be **due at the beginning of class** on the specified date due**. All written papers are to be submitted using WORD (with a .doc or .docx file extension) - .pdf or other formats are not permitted in this course. Papers received AFTER the due date will be considered late and receive a 20% deduction in points per 24 hour period.**
If you are confronted with extreme emergencies or are participating in a pre-approved university-sponsored function, exceptions may be made; however, this is only applicable if pre-approved with me (your instructor). In addition, I strongly encourage you to make a back-up copy of any work submitted since computers have been known to crash at the most inopportune times.

Course Delivery Method

This course will be delivered online (76% or more) using an 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 at all times from Monday, May 20th 2019 through Monday, June 24th 2019.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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://support.microsoft.com/en-us/help/14209/get-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 Mondays, and finish on Fridays. All assignments will be due by 5:00pm on Fridays.
- 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. In addition, students must log-in for all scheduled online synchronous meetings.
- 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 Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT):

Upon completion of this course, students will meet the following professional accreditation standards from the 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.

Required Texts

Riddick, C. C., & Russell, R. V. (2015). *Research in recreation, parks, sport, and tourism* (3nd ed.). Champaign, IL: Sagamore Publishing.

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/or Examinations**

REQUIREMENTS	Points Possible
CITI Training and Certification: Students are required to complete the basic Human Subjects Research training hosted online by the Collaborative Institutional Training Initiative – Instructions Provided.	25
Proposal Part # 1 – Yellow Elements on Assignment Rubric: Students are required to complete the introduction to their draft research proposal including both a background for the study and overview of the study – Guidelines Provided.	30

Proposal Part # 2 – Green Elements on Assignment Rubric:
Students are required to complete an integrated review of the literature highlighting theoretical frameworks, conceptual models and core themes associated with their topic of choice. A synthesis of the literature highlighting the key elements presented in the integrated review of literature is also required – Guidelines Provided.

65

Proposal Part # 3 – Pink Elements on Assignment Rubric:
Students are required to complete a rationale for the study, statement of the problem, research questions, a clear description of variables to be included in the study and at least two testable hypotheses if study is quantitative or mixed methods – Guidelines Provided.

45

Proposal Part # 4 – Blue Elements on Assignment Rubric:
Students are required to complete the population and sampling portion of their proposal – Guidelines Provided.

40

Proposal Part # 5 – Orange Elements on Assignment Rubric:
Students are required to describe their research design and instrumentation, research setting, procedures for data collection and analysis, list all references in APA format used throughout the draft proposal as well as appendices as needed – Guidelines Provided.

95

Final Proposal –
Students are expected to use feedback from all previous assignments to complete the final proposal. The final proposal includes all areas of the semester long assignment submitted for final review.

100

Total   400

- **Advising**
  If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

- **Grading**
  This course will be graded on a point system, with a total of 400 points possible.

GRADING SCALE

A	= 376-400	B+	= 352-359	C+	= 312-319	D	= 240-279
A-	= 360-375	B	= 336-351	C	= 296-311	F	= 0-239
		B-	= 320-335	C-	= 280-295		

Professional Dispositions

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

Class Schedule

TENTATIVE COURSE SCHEDULE

WEEK	DATES	TOPICS	READINGS AND ASSIGNMENTS DUE
Week # 1	May 20 To May 24	- Introduction to SRST 450, Research & Research Topics - Developing Research Topics - Using our resources to conduct effective literature reviews - Pulling together literature for your review	**Step 1:** Decide on a Topic **Step 2:** Review the Literature **Step 3:** Identify Theoretical Underpinnings **Yellow Rubric Items Due**

Week # 2	May 27 To May 31	• Research Plan and Ethics • Independent Writing Days – Completing the Literature Review *Please do not waste these days. You should expect to write approximately 3-4 pages daily to complete this assignment throughout the week. If you wait until the last second, you will be overwhelmed and buried.*	**Step 10:** Address Ethical Responsibilities – Complete CITI Training **CITI Certification Due** **Green Rubric Items Due**
Week # 3	June 3 To June 7	• Developing Effective Research Questions • Purpose Statement and Rationale for the Study • Hypotheses and Variables	**Step 4:** Develop a Scope of Study **Step 5:** Explain Significance of Study **Pink Rubric Items Due**
Week # 4	June 10 To June 14	• Population and Sampling • Quantitative, Qualitative and Mixed Methods Designs • Reliability and Validity • Instrumentation and Measurement • Surveys and Interview Protocols • Data Collection	**Step 6:** Select a Sample **Step 7:** Choose a Design **Step 8:** Consider Measurement **Step 9:** Specify Data Collection Methods **Blue Rubric Items Due**
Week # 5	June 17 To June 24	• Descriptive and Inferential Statistics • Thematic Coding – Trends and Themes • Writing and Reporting Results • Independent Writing Days	**Step 14A:** Analyze Quantitative Data **Step 14B:** Analyze Qualitative Data **Step 15:** Create Visual Aids **Step 16:** Write Report **Step 17:** Deliver a Presentation **Orange Rubric Items Due**
	June 24th	**Final Proposal Due By 5:00pm**	

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 https://ds.gmu.edu/).

- Students must silence all sound emitting devices 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/ .