

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

SRST 599.001 – Independent Study in Sport and Recreation Studies
Black Swimmers
1 Credit, Spring 2019
Variable – Fairfax Campus

Faculty

Name: Dr. R. Pierre Rodgers
Office Hours: MW 1:30p – 2:45p Blackboard Collaborate and By Arrangement
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Prerequisites/Corequisites

Graduate standing or permission of instructor

University Catalog Course Description

Focuses on projects related to sport and/or recreation studies. Offered by School of Sport/Rec/Tour Mgmt. May be repeated within the degree for a maximum 3 credits.

Course Overview

The course is designed as an independent study, allowing students considerable flexibility in scheduling the work and reporting the lessons learned. Readings and assignments will vary based on the instructor, student, and topic/subject area. The intellectual approach is highly interdisciplinary, encouraging students to examine sport and recreation studies from multiple perspectives including (but not limited to) philosophy, history, sociology, psychology, communication, economics, and politics.

Specifically, this course involves the examination of African American swimming and swimmers. Research performed will complement that conducted for your Thesis Proposal and Research Methods and Statistical Reasoning, respectively. Through scholarly investigation and discussions, you will gain insight and perspective about the subject matter, helping sharpen your eventual thesis focus. This course is designed to accompany the overall thesis research being developed for SRST 595 and SRST 623.

Course Delivery Method

This course will be delivered using a face to face and individual consultations as needed format.

Learner Outcomes or Objectives

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

1. synthesize the professional literature;
2. develop analytical abilities in application of theories and concepts, both self-directed and guided learning, to sport communication practices;
3. watch, analyze, critique, and discuss the media's portrayal of the community of sport and culture;
4. identify, design, and implement an individual task from among the various concentrations in sport and recreation studies: individualized study in sport, recreation, and tourism; recreation administration; sport and leisure studies; and sport management;
5. perform preliminary qualitative and/or quantitative research required for the completion of the capstone;
6. use information resources and search strategies to identify reliable, reputable sources of information;
7. organize, synthesize, and evaluate existing literature to address a specific issue within sport and recreation studies;
8. prepare coherent, well-organized abstracts, literature reviews, and research reports in a style consistent with the most recent version of the appropriate documentation style manual; and
9. present research orally with use of visual aids as appropriate (e.g., presentation software).

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

[Required readings will vary by program concentration and thesis/project option. These are likely to include a style manual and data analytic texts such as:]

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Billings, A. C., Butterworth, M. L., & Turman, P. D. (2018). *Communication and sport: Surveying the field* (3rd ed.). Thousand Oaks, CA: Sage.

Brown, R. S., & O'Rourke, D. J., III. (Eds.). (2003). *Case studies in sport communication*. Westport, CT: Praeger.

Coakley, J. (2017). *Sports in society: Issues and controversies* (12th ed.). Boston: McGraw-Hill.

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**
 - **Development of Critical Analysis (80 points)**
 - **Presentation of Critical Analysis Findings (20 points)**

- **Grading**

This course will be graded on a point system, with a total of 100 possible points.

Requirements	Points
<i>Development of Critical Analysis:</i> In consultation with the instructor, the student independently works on preparing a 10-20 pp. research paper in APA format addressing the concept of swimmers and swimming in communities of color. This examination may include, but not be limited by, examinations of race, culture, access, power, and gender. The paper may serve as the basis for future research towards a thesis or project proposal. The analysis should include a title page, abstract, introduction, review of literature, final assessment/conclusion, and references.	80
<i>Presentation of Critical Analysis:</i> The critical analysis thesis needs to be typed, double spaced with a standardized font, and submitted to the instructor by December 16, 2020. The student's findings must be orally presented to the instructor with use of visual aids as appropriate.	<u>20</u>
TOTAL	100

GRADING SCALE

A = 94 – 100	B+ = 88 – 89	C = 70 – 79
A- = 90 – 93	B = 84 – 87	F = 0 – 69
	B- = 80 – 83	

Pass: a score of 83 higher OR an indication of “competence” assessed by the matrix.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Date	Assignment	Reading
Week 1	Introduction to Research	
Week 2	Systematic Inquiry	
Week 3	Criteria, Evidence, and Judgment within Evaluation	
Week 4	Literature Search Strategy	
Week 5	Models of Evaluation	
Week 6	Evaluating Program Quality and Participants	
Week 7	Timing of Evaluation	
Week 8	Research Design	
Week 9	Political, Legal, Ethical, and Moral Issues in Research	
Week 10	Independent Research Activity	
Week 11	Independent Research Activity	
Week 12	Independent Research Activity	
Week 13	Independent Research Activity	
Week 14	Oral Presentation of Thesis or Project Proposal	
Week 15	Submission of Thesis or Project Proposal	

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 <https://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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