

George Mason University
College of Education and Human Development
Kinesiology

KINE 450-001 - Research Methods
3 Credits, Fall 2021
Hybrid
Tuesdays (Online); Thursdays KJH 249

Faculty

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PREREQUISITES

60 credits and one of the following: EDRS 220, ENGH 302, 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 HHP 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

This course will be delivered in a hybrid format where 50% of the class will be delivered online and 50% of the class will be delivered face to face. The online portion will utilize the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name and email password. The course site will be available on August 23, 2021.

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: Our week will begin on Monday and end 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 [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]
- 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.

LEARNING OBJECTIVES

At the completion of the course, students should be able to:

1. Students will develop strategies appropriate to the discipline and genre for revising, reorganizing, and proofreading writing based upon feedback they receive as they engage in a recursive writing process.
2. Students will use writing to explore and respond to texts or other content in ways that deepen their awareness of the discipline and its subject matter.
3. Students will demonstrate through writing assignments a rhetorical awareness of the decisions they make related to purpose, audience, and the context of the discipline in which they write, including writing conventions that are specific to their field.
4. Define and demonstrate appropriate use of research terminology;
5. Critically evaluate published research in scientific journals and the popular press;
6. Formulate research problem statements;
7. Enumerate the values inherent in the practice of scientific research;
8. Conduct a thorough review of literature and synthesize the findings; and,
9. Prepare a sound and feasible research proposal.

PROFESSIONAL/ACCREDITATION STANDARDS

Upon completion of this course, students will have met the following professional accreditation standards from:

Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT):

7.03	Students graduating from the program shall be able to demonstrate entry level knowledge about operations and strategic management in parks, recreation, tourism, and/or related professions
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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.

American College of Sports Medicine

1.3.14	Ability to obtain informed consent.
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REQUIRED TEXTS/READINGS

Matthews T., D. & Kostelis K., T. (2011). *Designing and Conducting Research in Health and Human Performance*. Jossey-Bass.

SUPPLEMENTARY MATERIAL

Supplementary materials will be posted on Blackboard.

COURSE PERFORMANCE EVALUATION

<i>Assessment:</i>	<i>Points</i>
• Topic Selection	25
• Lit Review Outline & Practice	50
• Intro, Lit Review, Purpose, Hypothesis	100
• Methods – Participants/Instruments	50

• Methods – Procedures	50
• Data Analysis Plan	50
• Presentation	100
• Final Research Project	100
• Activities (6 at 25 points each)	150
• Attendance	65
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	740

DESCRIPTION OF EVALUATION:

Activities – Our face to face classes will have some written activities to practice material covered in lecture. Even when worked on in class you are expected to complete the activities/worksheets/associated questions and turn them in following class. In some cases they may need to be completed at home.

Assignments: This is a writing intensive course and many of your assignments will be writing focused. These assignments are to build upon each other and help you develop your final research project.

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. A detailed description and rubric will be posted on Blackboard.

2. Literature Review Practice & Outline

The intent of this assignment is to practice writing a section of your review of literature prior to the complete document being due. You will be required to create an outline and summarize one article from your reference list as you would in your RoL. A detailed description and rubric will be posted on Blackboard.

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. A detailed description and rubric will be posted on Blackboard.

4. Methods Part 1– Participants/Instruments

The intent of this assignment is to describe the population, an estimate of sample size and summarize the instruments that will be used including their validity and reliability. A detailed description and rubric will be posted on Blackboard.

5. Methods Part 2 - Procedures

The intent of this assignment is to write a detailed document of the procedures that you would conduct in your study to collect data. A detailed description and rubric will be posted on Blackboard.

6. Data 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. A detailed description and rubric will be posted on Blackboard.

7. Presentation

The intent of this assignment is for you to share your research proposal with your colleagues via a 10-minute PowerPoint presentation. This assignment will allow you to gain experience in oral presentation

skills. As part of the experience, your colleagues & I may ask questions through discussion boards about your study, and we will offer a summary critique intended to help you improve your final written proposal. A detailed description and rubric will be posted on Blackboard.

8. Final Research Proposal

The intent of this assignment is for you to apply your conceptual and practical understanding of your research topic 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, and consideration of the implications of your research. This assignment is a revision and extension of all content included in previous assignments. A detailed description and rubric will be posted on Blackboard.

Late Work Policy:

No late work will be accepted in this course without a submitted extension request. The extension request must be submitted in place of the assignment, to the course instructor, by the assignment deadline. Extension requests must be submitted with an explanation as to why the student is unable to complete the assignment on time. No extension requests will be granted if submitted after the assignment deadline. Students are allowed one 24-hour extension per course. Extensions approved beyond 24 hours are at the discretion of the instructor. Extensions cannot be requested for lab practicals, exams or presentations. In dire or extenuating circumstances, students may be allotted additional extensions or make up opportunities at the instructor's discretion with a possible point reduction of 20% for every day the assignment is late.

Exams and Presentations: Make up for exams and presentation will follow university sanctioned excuses. This will also be per the discretion of the instructor and the instructor should be notified prior to exam/presentation day.

Grading Scale

A+	4.0	=	97.0 & above
A	4.0	=	93.0 - 96.9%
A-	3.7	=	90.0 – 92.9%
B+	3.3	=	87.0 – 89.9%
B	3.0	=	83.0 – 86.9%
B-	2.7	=	80.0 – 82.9%
C+	2.3	=	77.0 – 79.9%
C	2.0	=	73.0 – 76.9%
C-	1.7	=	70.0 – 72.9%
D	1.0	=	60.0 – 69.9%
F	0.0	=	0.0 – 59.9%

Do I round up? I only round up if your grade is over the xx.9%. Please do not email me at the end of the semester asking if I will found up your grade or for extra credit. Put your best effort into the assignments and quizzes during the semester.

PROFESSIONAL DISPOSITIONS [L] [SEP]

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

Class Schedule

Date	Topic	Assignments/Readings
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8/24	Online lecture: Class Introduction; Types of Research	Ch. 1
8/26	F2F: Topic Selection & Problem Development; Information retrieval	Ch. 2-3 Due 8/29: Introduction Discussion Board
8/31	Online Lecture: Ethics; Citing Your Work	Ch. 8
9/2	F2F: Statement of the Problem; Hypotheses Activity: Citation Worksheet	Ch. 4 Due 9/5: Proposal Topic Assignment Due
9/7	Online lecture: Writing the Literature Review; Validity & Reliability	Ch. 10
9/9	F2F: Validity & Reliability Worksheet; Creating your RoL Outline	
9/14	Work on Outline for RoL & Practice Section	
9/16	F2F: Peer review of outline, purpose statements. Providing a rationale.	Due 9/19: Outline & Practice Section for RoL
9/21	Online Lecture: Quantitative Research Methods	
9/23	F2F: Quantitative Research Methods Activity	Ch. 5
9/28	Online Lecture: Qualitative Research Methods & Mixed Methods Research	Ch. 6-7
9/30	F2F: Qualitative & Mixed Methods Activity	
10/5	Online lecture: Writing the Methods Section	
10/7	F2F: Writing the Methods Section	Due 10/10: Review of Literature Assignment
10/12	Online lecture: Descriptive & Inferential Statistics	Ch. 11-12
10/14	F2F: Statistics – Application	
10/19	Online lecture: Qualitative Statistics	Ch. 13
10/21	F2F: Qualitative Stats – Application	Due 10/24: Methods Part 1
10/26	Online lecture: Data Analysis Planning	
10/28	F2F: Confirming your Data Analysis Plan	Due 10/31: Methods Part 2

11/2	Student Meetings	
11/4	Student Meetings	
11/9	Online lecture : Creating a Presentation	Ch. 14
11/11	F2F: Abstracts	Due 11/14: Data Analysis Plan
11/16	Online lecture: Results & Discussion Sections	
11/18	F2F: Putting together your final proposal	
11/23	Catch Up Day	
11/25	Happy Thanksgiving!	
11/29	Work on Final Proposal	
12/2	F2F: Questions & Concerns for Final Proposal	Presentations Due 12/5 Presentation Discussion Board Due 12/7

There is no final exam. Final Research Proposal – Due: Tuesday, December 7th at 11:59 p.m.

Note: The instructor reserves the right to make changes to the course syllabus and/or schedule at anytime. Students will always be informed of any changes made

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/>.