

**George Mason University**  
**College of Education and Human Development**  
**School of Sport, Recreation and Tourism Management**  
**Sport and Recreation Studies**

SRST 450.DL1 – Research Methods  
3 Credits, Summer 2021 – B01  
Blackboard/Distance Learning

**Faculty**

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**Prerequisites/Corequisites:**

60 credits and [STAT 250<sup>C</sup>](#), DESC 210<sup>C</sup>, [OM 210<sup>C</sup>](#) or IT 250<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

**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](#). May not be repeated for credit. **Specialized Designation:** Fulfills writing intensive requirement in the major.

**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 10:30 a.m. 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 (Bb) 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 Tuesday, June 1, 2021 through Friday, July 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 a standard up-to-date browser, either Internet Explorer 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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:  
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/](http://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 as noted in the Syllabus.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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 are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Expect to log in to this course at least 3 times a week to read announcements, participate in the discussions, and work on course materials. Remember, this course is not self-paced. There are specific deadlines and due dates listed in the CLASS SCHEDULE section of this syllabus to which you are expected to adhere. 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 an appointment to discuss course requirements, content or other course-related issues. These discussion(s) will take place via telephone or web conference. Students should e-mail the instructor to suggest preferred times/dates.
- 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 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 Text

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

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

### • Assignments and Examinations

- Weekly Modules and Discussion Board Questions: To help ensure you are understanding the concepts being taught, from time to time I will post items reflecting concepts being taught in the Weekly Modules during the course explaining things such as the “independent and the dependent variables”. I will then post a couple of questions on Discussion Board for you to answer. If you participate and answer the questions correctly, you will get 10 points. This could greatly help your final grade as I will add the total points to your overall score. No participation = 0 points.
- Librarian and Writing Center: **You are required to meet with the Librarian, Chris Magee, before the end of the 2<sup>nd</sup> week of the semester.** You are also required to set up a virtual meeting with someone at the **Writing Center** by the end of the 3<sup>rd</sup> week of class. The Librarian and the folks at the Writing Center can assist you on your paper/references/APA Style, etc. Please use these resources.
- Phone or Zoom Meeting with Professor – each student is required to have a phone call with the Professor for this class every other week beginning with week one to discuss expectations and answer questions about assignments. This is NOT OPTIONAL and will result in a 10% point deduction for each week missed.
- APA Style: Writing in APA style is a requirement for this class. You have been provided with multiple resources to help you as well as a template – see Video Tutorials.
- 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 points possible
- 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
- Extra Credit Potential for additional points – to be determined.

• **Grading**

This course will be graded on a point system, with a total of 500 points possible

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

**Professional Dispositions**

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

Students are expected to exhibit professional behaviors and dispositions at all times.

**Tentative Class Schedule:**

READINGS/ASSIGNMENT DUE		
Week Beginning June 1	<ul style="list-style-type: none"> <li>• Introduction to SRST 450</li> <li>• Research and Research Topics</li> <li>• Developing Research Topics</li> </ul>	<b>Step 1:</b> Decide on a Topic <b>Step 2:</b> Review the Literature <b>Step 3 :</b> Identify Theoretical Underpinnings
June 7	<ul style="list-style-type: none"> <li>• Using our Resources to conduct effective literature reviews.</li> <li>• Purpose Statement and Rationale for the Study</li> <li>• Hypotheses and Variables</li> <li>• Pulling together literature for your review</li> </ul>	<b>Students required to meet with Chris Magee, Library Subject Matter Expert</b> <b>Step 10 :</b> Address Ethical Responsibilities  <b>June 9th – Yellow Rubric Items Due</b>
June 14	<ul style="list-style-type: none"> <li>• Research Plan and Ethics</li> <li>• <i>Review and understand how to find peer-reviewed journal articles.</i></li> </ul>	<b>Students required to set up a virtual appointment with someone at the Writing Center</b> <b>Step 4 :</b> Develop a Scope of Study <b>Step 5 :</b> Explain Significance of Study  <b>June 16th – Green Rubric Items Due</b>
June 21	<ul style="list-style-type: none"> <li>• Developing Effective Research Questions</li> <li>•</li> </ul>	<b>Step 6 :</b> Select a Sample <b>Step 7 :</b> Choose a Design <b>Step 8 :</b> Consider Measurement <b>Step 9 :</b> Specify Data Collection Methods

READINGS/ASSIGNMENT DUE		
June 28	<ul style="list-style-type: none"> <li>Quantitative, Qualitative, and Mixed Designs</li> <li>Descriptive and Interview Protocols</li> <li>Descriptive and Inferential Statistics – Part I</li> <li>Thematic Coding – Trends and Themes</li> </ul>	<p><b>Step 14A</b> : Analyze Quantitative Data  <b>Step 14B</b> : Analyze Qualitative Data  <b>Step 15</b> : Create Visual Aids  <b>Step 16</b> : Write Report  <b>Step 17</b> : Deliver a Presentation</p> <p>June 30th – Pink Rubric Items Due</p>
July 5	<ul style="list-style-type: none"> <li>Instrumentation and Measurement</li> <li>Surveys and Interview Protocols</li> <li>Data Collection</li> <li>Writing and Reporting Results</li> </ul>	July 7th – Blue Rubric Items Due
July 12	<ul style="list-style-type: none"> <li>Population</li> <li>Determination of Sample Size</li> <li>Sampling Procedure</li> <li>Sampling Bias</li> </ul>	Review for submission of Orange Rubric Items
July 19	<ul style="list-style-type: none"> <li>Reliability and Validity</li> </ul>	July 19th – Orange Rubric Items Due
July 21	<ul style="list-style-type: none"> <li>Final Student Review of Pink Rubric Items – revise as necessary</li> </ul>	Review and Revise July 21st - <b>FINAL PROPOSAL DUE</b>

*Note: Faculty reserves the right to alter the schedule as necessary*

### 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](mailto: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](mailto:titleix@gmu.edu).

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

### Final Proposal Draft:

The intent of this assignment is to apply your conceptual, and practical understanding of your profession to asking questions and defining research problems. This assignment will help you develop an awareness of the research potential in your field of interest and will serve as a beginning for your final project or thesis that you will complete during future independent studies.

This proposal draft will include:

1. A **background for the study** section about the specific topic to be investigated (including the significance of the problem/issue to be investigated).
2. An **overview of the study** section including a specific purpose statement for the study.
3. An integrated **review** of pertinent **literature** (*at least 10 current*, evidence-based/empirical and peer- reviewed research articles – do not confuse these with articles from newspapers which are NOT empirical nor peer-reviewed) - (**literature review section**).
4. A **synthesis of literature** section highlighting key points and themes illustrated throughout the review of the literature section.
5. A **rationale for the study**, which clearly articulates reasons why you believe the study should be conducted.
6. A clear and concise **statement of the problem** (and/or issue) that ties to the rationale for the study.
7. **Research Questions** (usually 3 or 4 in total).
8. **Variables and Definitions** (Independent and dependent variables should be accurately identified and clearly described for the reader).
9. TWO testable **hypotheses** (if quantitative study) regarding the outcome of your study.
10. A complete definition of the target and accessible **population** from which the sample would be drawn. This definition should **thoroughly describe** the **size** of this population and **relevant characteristics** (age, ability, socioeconomic status, etc.). This is based on your PROPOSED study.
11. A description of how you will determine the **sample size**. Include a summary statement that indicates the sample size that will be selected and justification for this size. Be sure to identify your anticipated response rate and cite your sources!

12. An explanation of the **sampling** techniques by which you would select the sample and form it into groups (if appropriate). This technique should be described in detail, including justification of the technique selected. For example, if using “stratified sampling”, do not just say that stratified sampling will be used; indicate on what basis (i.e. characteristic) the population will be stratified and how group members (and how many) will be selected. Please also identify any possible sources of sampling bias.
13. Identify and describe the **research design** to be used in this study (go back to your reading on “Research Designs”). Describe why the design was selected; potential threats to **internal validity and external validity** (e.g., subject characteristics, location, instrumentation, maturation, subject attitude, implementation, generalizability to a larger audience) and how you have designed the study to minimize the potential effects of these threats.
14. Briefly explain the sources for questions to be used in the survey (quantitative) or interview protocol (qualitative) and how you would validate and confirm the reliability of your **instrument**. In other words, if you plan to use one or more already existing scales or measures, describe each. Explain, as well, **how** you plan to check the **validity and reliability** of scores obtained with your instruments. In other words, if you plan to use one or more already existing scales or measures, describe each. Explain, as well, how you plan to check the **validity and reliability** of scores obtained with your instruments. If you plan to use an existing instrument, summarize what you have been able to learn about the **validity and reliability** of previous results.
15. Describe the **setting** in which the research will take place using all descriptive characteristics that are applicable.
16. Describe the procedural technique(s) by which you would **collect the data** for a complete study (e.g., structured face-to-face or telephone interviews; mail, fax or email surveys; pre/post). The specific data collection technique(s) should be described in detail (when, where, how long, etc.). Indicate the exact procedures for how you will make contact with subjects and the advantages and disadvantages of your chosen method of collection. Justify why you selected the technique you did.
17. Develop a **data analysis strategy**. For a quantitative study, a discussion of descriptive and inferential statistics is appropriate. For a qualitative study, a discussion of coding techniques and application towards previously discussed theory is appropriate. If mixed methods, both will be required.
18. Develop an appropriate cover letter written to your theoretical participants that will reference the collection procedures you have determined. This letter must include, but is not limited to the following:
  1. Letterhead, date, name and address, greeting, signature and title;
  2. What the study is about and why it is useful;
  3. Why the recipient is important and why they should participate;
  4. A promise of confidentiality or anonymity and an explanation of a numbering system if used; and,
  5. Assurance that the information will be used, incentives that will be given, if appropriate, and a thank you.
19. Develop a survey instrument or data collection form. It should be formatted in-line with the data collection method selected (in other words, an interview form should have appropriate guide questions, arrows, transitions). The form must include, but is not limited to:
  1. Introductory information,
  2. Directions,
  3. Thank you,
  4. Room for comments,
  5. Question variety, and
  6. Proper formatting of questions. *Be creative BUT above all, rigorous and methodical.*

[NOTE: The cover letter and instrument/protocol will each be attached in an appendix to your proposal. In the written text, you will need to refer to the appropriate Appendix (e.g., Appendix A and Appendix B).

#### Guidelines:

- **All work in this course should be written in the third person** using complete sentences.
- **Use subheadings** appropriate to the assignment (e.g., Introduction, Literature Review, Statement of the Problem, References, etc....) to serve as a guide for “piecing together” your final proposal and to help you be sure you have responded to all requirements of the assignment.

- At least five (5) of your references must be research articles appearing in **refereed journals** and these specific references must be **highlighted in yellow or you will receive no credit**. The additional five (5) references providing support for significance and definitions **may** come from other literature sources.
- **Appropriately cite all sources following the current APA guidelines.**
- Create an **APA-style cover page** with running headers throughout the document.
- Create an **APA-style references/works cited page**.

**Grading:**

- Overall, grading will be based on completeness of responses, clarity and accuracy of written presentation. **See rubric for details.**
- Proposal drafts should be developed through the integration of material from your courses, readings and practical experiences, and should demonstrate independent thought and attention to detail (e.g., grammar and spelling).

**FINAL PROPOSAL ASSIGNMENT DUE:** *No later than Sunday, May 10<sup>th</sup> at 6:00pm.* Papers received AFTER that will be considered late and will receive a 20% reduction in points per 24-hour period after noon (Saturdays & Sundays are included).

**Assessment Rubric:**

Item	Unsatisfactory (1) Does Not Meet	Minimal (2) Approaching	Competent (3) Meets	Outstanding (4) Exceeds
<b>Introduction</b>  <b>Background for the Study and Overview of the Study (30 points)</b>	<b>0-15</b> The author did not provide or provided very limited general and/or cited evidence to inform the reader about the key issues involved in the proposed study.	<b>16-20 points</b> The author provided some general and/or cited evidence to inform the reader about the key issues involved in the proposed study but needs to expand on the key issues presented.	<b>21-25 points</b> The author provided significant general and/or cited evidence to inform the reader about the key issues involved in the proposed study.	<b>26-30 points</b> The author provided significant general and/or cited evidence to inform the reader about the key issues involved in the proposed study
<b>Integrated Review of the Literature (55 points)</b>	<b>0-30 points</b> Journal article summaries were listed rather than integrated as a cohesive discussion and/or less than ten peer-reviewed empirical studies were used in the review of literature. Conceptual models and/or pertinent theoretical frameworks were not presented.	<b>31-40 points</b> The review of the articles was integrated between articles but needs work. Key findings from at least ten peer-reviewed empirical studies were attempted but not adequately organized and presented and could be improved. Conceptual models and/or theoretical frameworks were presented but could be improved.	<b>40-49 points</b> The review of the articles was adequately integrated between articles. Key findings from at least ten peer-reviewed empirical studies were adequately organized and presented but could be improved. Conceptual models and/or theoretical frameworks were presented but still need improvement.	<b>50-55 points</b> The review of the articles was well integrated between articles. Key findings from at least ten peer-reviewed empirical studies were well organized, presented, and discussed relative to each other and the author's proposed study. Conceptual models and/or theoretical frameworks were presented accurately and clearly.
<b>Synthesis of the Literature (10 points)</b>	<b>0-2 points</b> Conclusions drawn about the convergent and divergent views illuminated throughout the literature review were not presented or were presented in a	<b>3-5 points</b> Conclusions drawn about the convergent and divergent views illuminated throughout the literature review were discussed but were not	<b>6-8 points</b> Conclusions drawn about the convergent and divergent views illuminated throughout the literature review were discussed and presented in a cohesive	<b>9-10 points</b> Conclusions drawn about the convergent and divergent views illuminated throughout the literature review



	minimal and/or non-cohesive manner.	presented in a cohesive manner.	and manner, but further work is needed.	were discussed and presented in a cohesive and manner.
<b>Rationale for the Study (10 points)</b>	<b>0-2 points</b> The author did not provide or provided very limited cited evidence of the importance and significance of the study.	<b>3-5 points</b> The author provided some cited evidence of the importance and significance of the study but could be improved.	<b>6-8 points</b> The author provided & cited evidence for the importance of conducting the proposed study but further improvement is needed.	<b>9-10 points</b> The author provided & cited evidence for the importance of conducting the proposed study.
<b>Problem Statement (10 points)</b>	<b>0-2 points</b> The problem statement is difficult to identify or not stated.	<b>3-5 points</b> The problem statement is adequately stated and supported by the background and overview sections but could be improved.	<b>6-8 points</b> The problem statement is clearly stated and supported by the background and overview sections, but further improvement is needed.	<b>9-10 points</b> The problem statement is clearly stated and supported by the background and overview sections.

<b>Research Questions (10 points)</b>	<b>0-2 points</b> Research questions were difficult to understand or were not presented.	<b>3-5 points</b> Research questions were included but were not directly related to the previous sections presented.	<b>6-8 points</b> Research questions were well articulated and were directly related to the previous sections presented but need further improvement.	<b>9-10 points</b> Research questions were well articulated and were directly related to the previous sections presented.
<b>Variables and Definitions (10 points)</b>	<b>0-2 points</b> Independent and dependent variables were not accurately defined, nor clearly described.	<b>3-5 points</b> Independent and dependent variables were accurately identified, but not clearly described.	<b>6-8 points</b> Independent and dependent variables were accurately identified and described for the reader, but further improvement is needed.	<b>9-10 points</b> Independent and dependent variables were accurately identified and clearly described for the reader.
<b>Hypotheses (5 points)</b>	<b>0-1 points</b> Two hypotheses were incorrectly stated (not testable) or not provided.	<b>2-3 points</b> Two hypotheses were stated, but need to be refined in order to be easily testable.	<b>3-4 points</b> Two hypotheses were correctly stated and testable, and variables were identified but need further improvement.	<b>4-5 points</b> Two hypotheses were correctly stated and testable, and variables clearly identifiable
<b>Population (10 points)</b>	<b>0-2 points</b> 0 or 1 demographic characteristics were used to describe the population from which the student is drawing the sample. The demographic characteristics chosen are not appropriate to the study.	<b>3-5 points</b> 2-3 demographic characteristics were used to describe the population from which the student is drawing the sample. The demographic characteristics chosen are appropriate to the study.	<b>6-8 points</b> At least 4 demographic characteristics were used to describe the population from which the student is drawing the sample. The demographic characteristics chosen are appropriate to the study, but further improvement is needed.	<b>9-10 points</b> At least 4 demographic characteristics were used to describe the population from which the student is drawing the sample. The demographic characteristics

				chosen are appropriate to the study.
<b>Determination of Sample Size (10 points)</b>	<b>0-2 points</b> 2 or more of the following categories of information are <u>not</u> provided or are <u>not</u> correctly explained: The population size is clearly identified (or projected with evidence for the projection). The appropriate sample size is identified, and literature is cited as justification. The expected response rate is projected, and literature is cited as justification.	<b>3-5 points</b> 1 of the following categories of information is <u>not</u> provided or is <u>not</u> correctly explained: The population size is clearly identified (or projected with evidence for the projection). The appropriate sample size is identified, and literature is cited as justification. The expected response rate is projected, and literature is cited as justification.	<b>6-8 points</b> The population size is identified (or projected with some evidence for the projection). The appropriate sample size is identified, and literature is cited as justification. The expected response rate is projected, and literature is cited as justification, but further improvement is needed.	<b>9-10 points</b> The population size is clearly identified (or projected with evidence for the projection). The appropriate sample size is identified, and literature is cited as justification. The expected response rate is projected, and literature is cited as justification.

<b>Sampling Procedure (10 points)</b>	<b>0-2 points</b> 2 or more of the following categories of information is not provided or is <u>not</u> correctly explained: The specific COMBINATION of sampling techniques is explained. The choices of sampling technique are justified. IF the student chooses to sample for a specific characteristic(s), the characteristic(s) is clearly explained.	<b>3-5 points</b> 1 of the following categories of information is <u>not</u> provided or is not correctly explained: The specific COMBINATION of sampling techniques is explained. The choices of sampling technique are justified. IF the student chooses to sample for a specific characteristic(s), the characteristic(s) is still not clearly explained.	<b>6-8 points</b> The specific COMBINATION of sampling techniques is explained, and the choices justified. IF the student chooses to sample for a specific characteristic(s), the characteristic(s) is explained but further improvement is needed.	<b>9-10 points</b> The specific COMBINATION of sampling techniques is explained, and the choices justified. IF the student chooses to sample for a specific characteristic(s), the characteristic(s) is clearly explained.
<b>Sampling Bias (10 points)</b>	<b>0-2 points</b> 0 or 1 possible sources of sampling bias are clearly identified, and/or the effects of the potential sampling biases are clearly explained.	<b>3-5 points</b> Only 2 possible sources of sampling bias are clearly identified, and/or the effects of the potential sampling biases are not clearly explained.	<b>6-8 points</b> 3 or more possible sources of sampling bias are clearly identified. The effects of the potential sampling biases still need further improvement.	<b>9-10 points</b> 3 or more possible sources of sampling bias are clearly identified. The effects of the potential sampling biases are clearly explained.
<b>Research Design and Instrumentation (including a discussion on the validity and reliability of the instrument and potential threats to internal and external validity of the study) (35 points)</b>	<b>0-9 points</b> <i>Research Design</i> – Author clearly described less than 2 of the following: <input type="checkbox"/> The research design <input type="checkbox"/> Rational for research design <input type="checkbox"/> Threats and how s/he will minimize threats to internal and external validity <i>Instrumentation</i> –	<b>10-19 points</b> <i>Research Design</i> – Author clearly described 2 of the following: <input type="checkbox"/> The research design <input type="checkbox"/> Rational for research design <input type="checkbox"/> Threats and how s/he will minimize threats to internal and external validity <i>Instrumentation</i> – Author clearly described 2-3 of the following:	<b>20-39 points</b> <i>Research Design</i> – Author clearly described the following but further improvement is needed: <input type="checkbox"/> The research design <input type="checkbox"/> Rational for research design <input type="checkbox"/> Threats and how s/he will minimize threats to internal and external validity. <i>Instrumentation</i> - Author clearly described the following:	<b>30-35 points</b> <i>Research Design</i> Author clearly described the following: <input type="checkbox"/> The research design <input type="checkbox"/> Rational for research design <input type="checkbox"/> Threats and how s/he will minimize threats to internal and external validity.

	<p>Author clearly described less than 2 of the following:</p> <ul style="list-style-type: none"> <li>□ At least 1 strategy for assessing the validity of his/her questionnaire items for measuring the proposed IVs and DVs</li> <li>□ At least 1 strategy for assessing the reliability of his/her questionnaire</li> <li>□ At least 1 strategy for assessing the validity of the responses to questionnaire items</li> </ul>	<ul style="list-style-type: none"> <li>□ At least 1 strategy for assessing the validity of his/her questionnaire items for measuring the proposed IVs and DVs</li> <li>□ At least 1 strategy for assessing the reliability of his/her questionnaire</li> <li>□ At least 1 strategy for assessing the validity of the responses to questionnaire items</li> </ul>	<ul style="list-style-type: none"> <li>□ At least 1 strategy for assessing the validity of his/her questionnaire items for measuring the proposed IVs and DVs</li> <li>□ At least 1 strategy for assessing the reliability of his/her questionnaire</li> <li>□ At least 1 strategy for assessing the validity of the responses to questionnaire items</li> </ul>	<p><b>Instrumentation</b></p> <p>- Author clearly described:</p> <ul style="list-style-type: none"> <li>□ Strategies for assessing the validity of his/her questionnaire items for measuring the proposed IVs and DVs.</li> <li>□ Strategies for assessing the reliability of the questionnaire.</li> <li>□ Strategy(ies) for assessing the responses to questionnaire items.</li> </ul>
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<b>Research Setting (10 points)</b>	<p><b>0-2 points</b></p> <p>0 or 1 characteristics were used to describe the setting in which the student is conducting the study.</p>	<p><b>3-5 points</b></p> <p>2 characteristics were used to describe the setting in which the student is conducting the study.</p>	<p><b>6-8 points</b></p> <p>2 but not 3 characteristics were used to describe the setting in which the student is conducting the study.</p>	<p><b>9-10 points</b></p> <p>At least 4 characteristics were used to describe the setting in which the student is conducting the study.</p>
<b>Procedures for Data Collection (10 points)</b>	<p><b>0-2 points</b></p> <p>Another researcher would have to ask the author to clarify 3 or more steps to collect data and come up with the projected sample.</p>	<p><b>3-5 points</b></p> <p>Another researcher would have to ask the author to clarify at least 2 steps to collect data and come up with the projected sample.</p>	<p><b>6-8 points</b></p> <p>Another researcher would have to ask the author to clarify at least 1 step to collect data and come up with the projected sample.</p>	<p><b>9-10 points</b></p> <p>Another researcher could easily and clearly follow the author's steps to collect data and come up with the projected sample.</p>
<b>Data Analysis: (10 points)</b>	<p><b>0-2 points</b></p> <p>Proposed tests described by author were not appropriate or were missing. Author did not provide descriptions of any additional tests designed to illustrate additional information for stakeholders.</p>	<p><b>3-5 points</b></p> <p>Author described proposed tests somewhat accurately. Author provided at least one additional proposed test designed to illustrate additional information for stakeholders.</p>	<p><b>6-8 points</b></p> <p>Author described proposed tests accurately, but further improvement is needed and at least one additional proposed test is needed.</p>	<p><b>9-10 points</b></p> <p>Author accurately described proposed tests. Author provided at least two additional proposed tests designed to illustrate additional information for stakeholders.</p>
<b>References (10 Points)</b>	<p><b>0-2 points</b></p> <p>Author cited fewer than 5 referred articles and less than 5 additional articles.</p>	<p><b>3-5 points</b></p> <p>Author accurately cited at least 4 refereed articles but less than the 5 required and only 4 or fewer additional articles.</p>	<p><b>6-8 points</b></p> <p>Author accurately cited at least 5 peer-reviewed articles but still has only 4 or fewer additional articles.</p>	<p><b>9-10 points</b></p> <p>Author accurately cited and <b>highlighted in yellow - 5 or more refereed articles</b> and five (5) additional articles.</p>
<b>Appendix A: Final Instrument or Interview Protocol (10 points)</b>	<p><b>0-2 points</b></p> <p>Questionnaire or protocol is breaking 3 or more rules for design.</p>	<p><b>3-5 points</b></p> <p>Questionnaire or protocol is breaking 1-2 rules for design.</p>	<p><b>6-8 points</b></p> <p>Questionnaire or protocol is still breaking 1 rule for design.</p>	<p><b>9-10 points</b></p> <p>Questionnaire or protocol follows all rules for design.</p>

Proper formatting, questions follow rules, directions, thank-you				
<b>Appendix B: Cover Letter (10 points)</b> Letterhead, date, name/address, greeting, signature, title, study summary, why useful, why important to respondent, confidentiality info, how info to be used.	<b>0-2 points</b> Author is missing 3 or more key elements of the cover letter and/or wrote the letter in a way that will likely influence potential responses.	<b>3-5 points</b> Author is missing 1-2 key elements of the cover letter and/or wrote the letter in a way that will likely influence potential responses.	<b>6-8 points</b> Author is still missing 1 key element of the cover letter and/or still needs improvement to avoid influencing potential responses.	<b>9-10 points</b> Author provided all items noted and wrote letter in an engaging manner without overly-influencing potential responses.

