

George Mason University
College of Education and Human Development
Kinesiology

KINE 450.A02: Research Methods
3 Credits, Summer 2021
Asynchronous Online

Faculty

Name: Dr. Nelson Cortes

Virtual Office Hours: By appointment. You need to send an email to schedule your virtual office hours at least 48 hours prior to the desired date & time. The office hours held at Blackboard Collaborate or zoom. Link to be provided at the moment I reply to your email requesting an appointment.

Email: ncortes@gmu.edu

Teaching Assistant: Dr. Bryndan Lindsey

TA Virtual Office Hours: By appointment. You need to send an email to schedule your virtual office hours at least 48 hours prior to the desired date & time. The office hours held at Blackboard Collaborate or zoom. Link to be provided at the moment I reply to your email requesting an appointment.

TA Email: blinde3@gmu.edu

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 (*MASON ID@masonlive.gmu.edu*) and email password. **The course site will be available on May 17, 2021.**

Under no circumstances, may 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:
 - 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 one time per day.
- 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. Appointments need to be made via email prior to the stated

office hours with at least 48 hours notice. The meetings with the instructor will occur via BlackBoard Collaborate or via zoom link provided by the instructor.

- 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.
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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.

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

1.3.14	Ability to obtain informed consent.
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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 form 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 **no later than 11:59 PM** on the day they are due to be considered on time. They should be submitted via Blackboard. There is NO late opportunity for assignments. After the stated time, assignment submission links will close and be unavailable for access on blackboard. No late assignments are accepted.

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. **Due May 21. NO LATE ASSIGNMENTS ACCEPTED.**

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. **Due May 28. NO LATE ASSIGNMENTS ACCEPTED.**

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. **Due June 4. NO LATE ASSIGNMENTS ACCEPTED.**

4.a) Sampling Plan and 4.b) 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. **Due June 8. NO LATE ASSIGNMENTS ACCEPTED.**

5. 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. **Due June 11. NO LATE ASSIGNMENTS ACCEPTED.**

6. Presentation

The intent of this assignment is for you to share your research proposal with your colleagues via a 12-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. **Due June 17. NO LATE ASSIGNMENTS ACCEPTED.**

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. **Due June 17. NO LATE ASSIGNMENTS ACCEPTED.**

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.

Reading Comprehension and Quizzes

There will be 15 reading comprehension assessments. Each reading comprehension covers one chapter. Each reading comprehension is worth 10 points, and can be true/false, fill in the blank, and/or essays. You will have one single attempt per reading comprehension. The due dates are listed in the syllabus class schedule.

There will be two (2) quizzes in this course. Each quiz is worth 50 points. You will have one single attempt per quiz. The dates for the quizzes are listed in the syllabus class schedule.

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. Cortes,

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**

- **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**

- This course will be graded on a point system, with a total of 800 possible points.

Assignment – 550 points	Points
#1 Topic Selection	25
#2 Article Review	50
#3 Introduction, Literature Review, Purpose Statement, Hypotheses	100
#4.a) Sample Plan (50)	50
#4.b) Methods (50)	50
#5 Data Analysis Plan	75
#6 Presentation	100
#7 Final Research Proposal	100
Participation – 150 points	
Reading Comprehensions (at 10 pts. Per chapter)	150
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/>

Class Schedule

Week	Topic	Chapter/Assignment Due Date
Week 1	<ul style="list-style-type: none"> - Introduction to Research Concepts in Research Designs - Developing Your Research Topic Interpreting Research Reports - Ethics in Research - Workshop: How to choose a topic 	<p>1) Read Chapter 1, 2, 3, & 8</p> <p>2) Topic Selection Assignment. Due May 21 by 11:59 PM</p> <p>3) Complete Chapter 1, 2, 3, & 8 Reading Comprehensions (RC). Due May 23 by 11:59 PM</p>
Week 2	<ul style="list-style-type: none"> - Writing the Review of Literature - Developing your Research Proposal - Validity, Reliability, Objectivity - Workshop: Basics of AMA citations 	<p>1) Read Chapters 4, 9, & 10</p> <p>2) Article Review Assignment. Due May 28 by 11:59 PM</p> <p>3) Complete Chapter 4, 9, & 10 RC. Due May 30 by 11:59 PM</p>
Week 3	<ul style="list-style-type: none"> - Quantitative Research Design - Qualitative Research Designs - Mixed-Methods and Action Research Designs - Workshop: Identifying Appropriate Literature 	<p>1) Read Chapter 5, 6, & 7</p> <p>2) Introduction and Literature Review Assignment. Due June 4 by 11:59 PM</p> <p>3) Complete Chapter 5, 6, & 7 RC. Due June 6 by 11:59 PM</p>

Week 4	<ul style="list-style-type: none"> - Introduction to Statistics and Hypothesis Testing - Quantitative Data Analysis & Interpreting the Data - Results and Discussion: Writing What You Found - Workshop: Finalizing the Proposal 	<p>1) Read Chapter 11, 12, 13, & 14</p> <p>2) Sampling Plan Assignment. Due June 8 by 11:59 PM</p> <p>3) Methods Assignment. Due June 8 by 11:59 PM</p> <p>4) Data Analysis Plan Assignment. Due June 11 by 11:59 PM</p> <p>5) Methods Quiz open June 7-11 by 11:59 PM</p> <p>6) Complete Chapter 11, 12, 13, & 14 RC. Due June 13 by 11:59 PM</p>
	- Presenting Your Research	<p>1) Read Chapter 15</p> <p>2) Complete Chapter 15 RC. Due June 15 by 11:59 PM</p> <p>3) Statistics Quiz open June 14-15 by 11:59 PM</p> <p>4) Presentation Assignment. Due June 17 by 11:59 PM</p> <p>5) Final Proposal. Due June 17 by 11:59 PM</p>
		Week 5

Note: The instructor reserves the right to make changes to the course syllabus and/or schedule at any time. 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/> .