

GEORGE MASON UNIVERSITY
College of Education and Human Development
School of Sport, Recreation, and Tourism Management

SRST 450.003 – Research Methods
3 Credits, Spring 2022

Hybrid format: M 10:30-11:45 Thompson L109; W 10:30-11:45 online

Faculty

Name: Dr. Margaret T.Jones, CSCS*D, FACSM, FNCSA
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Prerequisites/Corequisites:

60 credits and [STAT 250](#)^C, DESC 210^C, [OM 210](#)^C or IT 250^C. ^C 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 School of Sport/Rec/Tour Mgmt. Limited to three attempts. May not be repeated for credit. Fulfills writing intensive requirement in the major.

Course Overview

Writing-Intensive Designation

This course is a designated “Writing-Intensive” (WI) course – fulfilling in part the WI requirement for HFRR majors – therefore, 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, 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. Guidelines of the Publication Manual of the American Psychological Association (APA) (6th ed.) will be followed.

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. Log into the Blackboard (Bb) course site using your Mason email name and email password. The course site will be available on Monday, January 24, 2022.

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. 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 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/

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 Mason email for communications from the instructor, class discussions, and/or access to course materials. 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 include viewing of 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:** 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. Faculty are similarly expected to be respectful in all communication.
- **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. 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. 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. 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 Standards

Upon completion of this course, students will meet 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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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. (2019). *Designing and conducting research in health and human performance (2nd ed.)*. Routledge. ISBN: 978-1-138-32077-2

Supplementary Materials

Supplementary materials will be posted on Blackboard.

Course Performance Evaluation

<i>Assessment:</i>	<i>Points</i>
1. Topic Selection	25
2. Lit Review Outline & Practice	50
3. Intro, Lit Review, Purpose, Hypothesis	100
4. Methods – Part 1: Participants/Instruments	50
5. Methods – Part 2: Procedures	50
6. Data Analysis Plan	50
7. Presentation	100
8. Final Research Project	100
9. Activities (8 xt 15 points each)	120
10. CITI Human Subjects Training	30
11. Attendance	<u>75</u>
	750

Description of Evaluation

Activities (8 @ 15 points each = 120 points):

Written activities may be assigned in or out of class. You are expected to complete the activities/worksheets/associated questions and turn them by Sunday @ 11:59 pm of the course week in which they were assigned.

CITI Human Subjects Ethics Training (30 points)

The self-paced, online Basic Course (Group 1 or Group 2) in conducting research with human subjects must be completed in order to receive CITI certification. Go here to sign up: <https://oria.gmu.edu/topics/human-subjects/training/>
Turn in a copy of your certificate in order to receive credit.

Assignments:

SRST 450 is a writing intensive course so many assignments are writing focused. Assignments build upon each other and help to develop the final research project. Assignments must be clearly written using Microsoft Word and follow APA (American Psychological Association, 6th ed.) format. Assignments are to demonstrate independent thought and attention to detail (e.g., grammar and spelling). Remember that Mason librarians and writing center specialists are available to help with writing and research needs. Failure to follow appropriate format will result in a zero grade.

1. Proposal Topic Selection Assignment (25 points)

The intent of this assignment is to encourage an early start on the research proposal including topic selection and literature search. See Blackboard for a detailed description and rubric.

2. Literature Review Practice & Outline (50 points)

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

3. Introduction and Review of Literature (100 points)

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, 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. See Blackboard for a detailed description and rubric.

4. Methods Part 1– Participants/Instruments (50 points)

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

5. Methods Part 2 – Procedures (50 points)

The intent of this assignment is to write a detailed document of the procedures that you would conduct in your study to collect data. See Blackboard for a detailed description and rubric.

6. Data Analysis Plan (50 points)

The intent of this assignment is to develop a 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. See Blackboard for a detailed description and rubric.

7. Presentation (100 points)

The intent of this assignment is to share your research proposal with the class via a 5-minute PowerPoint presentation. This assignment will enable you to gain experience in oral presentation skills. As part of the experience, you may be asked questions about your study. A brief summary critique will be given to help you with the final written proposal. See Blackboard for a detailed description and rubric.

8. Final Research Proposal (100 points)

The intent of this assignment is to apply 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 from previous assignments. See Blackboard for a detailed description and rubric.

Grading Scale

This course will be graded on a 750 point system:

A = 694-750	B = 619-648	C = 544-573	D = 447-520
A- = 671-693	B- = 596-618	C- = 521-543	F = 0-446
B+ = 649-670	C+ = 574-595		

Late Work Policy:

No late work will be accepted without a written 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 exams or presentations. In 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 presentations will follow university sanctioned excuses. This will also be per the discretion of the instructor and the instructor must be notified at least 24 hrs prior to exam/presentation day.

Professional Dispositions

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

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

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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/> .

Tentative Class Schedule

Learning Module/Date	Topic	Assignments/Readings
1 Jan 24 <i>F2F</i>	Class Introduction	CH 1: Introduction to Research Due 1/30: Activity 1 CH 1,2 Review Questions
1 Jan 26 <i>OL</i>	Types of Research	CH 2: Research Designs

2 Jan 31 <i>F2F</i>	Topic Selection & Problem Development; Information retrieval	CH 3: Research Topic
2 Feb 2 <i>OL</i>	Lecture: Ethics; Citing Your Work	CH 8: Ethics in Research Due 2/6: Assignment 1 Proposal Topic Selection
3 Feb 7 <i>F2F</i>	Statement of the Problem; Hypotheses	CH 4: Review of Literature Due 2/13: Activity 2 Citation Manager Worksheet
3 Feb 9 <i>OL</i>	Writing the Literature Review; Validity & Reliability	CH 10: Validity, Reliability, Objectivity
4 Feb 14 <i>F2F</i>	Validity & Reliability Worksheet; Creating your RoL Outline	Due 2/20: Activity 3 Validity and Reliability Worksheet Due 2/20: Assignment 2 RoL Outline and Practice
4 Feb 16 <i>OL</i>	Work on Outline for RoL & Practice Section	
5 Feb 21 <i>F2F</i>	Peer review of outline, purpose statements. Providing a rationale.	Due 2/27: CITI Human Subjects Ethics Training Certificate
5 Feb 23 <i>OL</i>	Quantitative Research Methods	CH 5: Quantitative Research
6 Feb 28 <i>F2F</i>	Quantitative Research Methods Activity	Due 3/6: Activity 4 Quantitative Worksheet
6 Mar 2 <i>OL</i>	Qualitative and Mixed Methods Research	CH 6: Qualitative Research CH 7: Mixed Methods
7 Mar 7 <i>F2F</i>	Qualitative & Mixed Methods Activity	Due 3/13: Activity 5 Qualitative and Mixed Methods Worksheet Due 3/13: Assignment 3 Literature Review, Purpose, Hypothesis
7 Mar 9 <i>OL</i>	Writing the Methods Section	
Mar 14 – Mar 20	Spring Break!!	
8 Mar 21 <i>F2F</i>	Writing the Methods Section	Due 3/27: Activity 6 Methods Section Due 3/27: Assignment 4 Methods Part 1
8 Mar 23 <i>OL</i>	Descriptive and Inferential Statistics	CH 11: Statistics CH 12: Quantitative Data Analysis
9 Mar 28 <i>F2F</i>	Statistics – Application	Due 4/3: Activity 7 Quantitative Stat Worksheet Due 4/3: Assignment 5 Methods Part 2
9 Mar 30 <i>OL</i>	Qualitative Statistics	CH 13: Qualitative Data Analysis
10 Apr 4 <i>F2F</i>	Qualitative Stats – Application	Due 4/10: Activity 8 Qualitative Stat Worksheet
10 Apr 6 <i>OL</i>	Data Analysis Planning	
11 Apr 11 <i>F2F</i>	Confirming your Data Analysis Plan	Due 4/17: Assignment 6 Data Analysis Plan

11 Apr 13 <i>OL</i>	Student Meetings	
12 Apr 18 <i>F2F</i>	Abstracts	CH 14: Results and Discussion
12 Apr 20 <i>OL</i>	Creating a Presentation	
13 Apr 25 <i>F2F</i>	Putting together your final proposal	CH 9: Developing Your Research Proposal
13 Apr 27 <i>OL</i>	Results & Discussion Sections	
14 May 2 <i>F2F</i>	Questions & Concerns for Final Proposal	Due 5/8: Assignment 7 In-class Presentation
14 May 4 <i>OL</i>	Work on Final Proposal	

There is no final exam. Due: Tuesday, 5/10 at 11:59 p.m.: Assignment 8 Final Research Proposal

Note: The instructor reserves the right to make changes to the course syllabus. Students will be informed of changes.