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

SRST 450.A01 – Research Methods
3 Credits, Summer A 2022
May 23, 2022 – June 24, 2022 asynchronous online

Faculty
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Prerequisites/Corequisites

STAT 250C, 250XS, DESC 210C, OM 210C or IT 250C.
C Requires minimum grade of C.
XS Requires minimum grade of XS.

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.

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 (approximately 14 pages, double-spaced). I'll do all I can to share knowledge, skills, and techniques for success, but it will be your responsibility to study the materials and textbook. Writing assignments must follow the guidelines of the Publication Manual of the American Psychological Association (APA) (7th ed.).

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 the due date 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

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.

This course will be delivered online using an 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 (everything before "@masonlive.gmu.edu) and email password. The course site will be available at all times from Tuesday, May 17th through Friday, June 24th 2022.

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.
- 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:**
  - Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Mondays, and **finish** on Sundays. All assignments will be due by

11:59pm on Sundays except for Proposal Part # 2 which is due by 5:00pm on Friday, June 24th.

- **Log-in Frequency**:
  - o 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.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

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 Texts

Riddick, C. C., & Russell, R. V. (2015). *Research in recreation, parks, sport, and tourism* (3rd ed.). Sagamore Publishing.

Course Performance Evaluation

Students are expected to submit all written assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Grading Scale – *The following grading scale will be used to determine your final grade:*

A	**B**	**C**	**D**	**F**
90-100	80-89	70-79	60-69	< 69

Course Assignments	% of Final Grade
Online Exams: Students will complete 4 online exams that cover the required weekly readings	35
Topic Development and Article Reviews: Students are expected to identify and review 5 journal articles from peer reviewed publications that are directly related to a potential research proposal topic. Students will also enter pertinent information into the manage sources feature of Microsoft Word – Guidelines Provided.	15
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.	15
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.	35

Professional Dispositions

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

Class Schedule

WEEK	DATES	TOPICS	READINGS AND ASSIGNMENTS DUE
Week # 1	May 23 To May 29	• Introduction to SRST 450, Research & Research Topics • Developing Research Topics • Using our resources to conduct effective literature reviews • Pulling together sources for your literature review	**Step 1:** Decide on a Topic **Step 2:** Review the Literature **Step 3:** Identify Theoretical Underpinnings **Exam # 1 Due**
Week # 2	May 30 To June 5	• Developing Effective Research Questions • Purpose Statement and Rationale for the Study • Population and Sampling	**Step 4:** Develop a Scope of Study **Step 5:** Explain Significance of Study **Step 6:** Select a Sample **Exam # 2 Due** **Article Reviews Due**
Week # 3	June 6 To June 12	• Quantitative, Qualitative and Mixed Methods Designs • Reliability and Validity • Instrumentation and Measurement • Surveys and Interview Protocols • Data Collection	**Step 7:** Choose a Design **Step 8:** Consider Measurement **Step 9:** Specify Data Collection Methods **Exam # 3 Due** **Proposal Part # 1 Due**
Week # 4	June 13 To June 19	• Research Plan and Ethics • Descriptive and Inferential Statistics • Thematic Coding – Trends and Themes	**Step 10:** Address Ethical Responsibilities **Step 14A:** Analyze Quantitative Data **Step 14B:** Analyze Qualitative Data **Exam # 4 Due**
Week # 5	June 20 To June 24	• Independent Writing Days – Completing the Proposal	**Proposal Part # 2 Due Friday, June 24th by 5pm**

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 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/ .