

**George Mason University**  
**College of Education and Human Development**  
**Kinesiology**

KINE 450-001 —Research Methods  
3 Credits, Fall 2023

T 10:30am-11:45am, Colgan Hall 203 -SciTech Campus

**Faculty**

Name: Salvatore Ferranti

Office hours: By appointment

Office location: 213A Katherine Johnson Hall, Science & Technology Campus

Email address: [sferran2@gmu.edu](mailto:sferran2@gmu.edu)

**Contact Hours:** I will respond to emails Monday-Friday between the hours of 8 a.m. and 5 p.m. Allow up to 24 hours for a response. I will not respond to emails on the weekends so please plan accordingly.

**PREREQUISITES**

60 credits and one of the following: EDRS 220, ENGH 302, STAT 250, DESC 210, OM 210, SOC 313, OM 250, or IT 250

**UNIVERSITY CATALOG COURSE DESCRIPTION**

Covers the development of empirical research designs for both practical and theoretical problems in health, fitness, and recreation resources management. Includes literature review of hypothesized relationships, and formulation of research proposals. Fulfills writing intensive requirement in the major.

**COURSE OVERVIEW**

**Writing-Intensive Designation**

As this course has been designated “Writing-Intensive” (WI) – fulfilling in part the WI requirement for HHP majors – you are required to complete at least 3,500 words of graded writing assignments. A series of writing exercises will be completed throughout the semester, thoroughly critiqued, and graded. Together, these will form the basis for your final research proposal. It is to your benefit to study and incorporate the comments given, as each assignment builds upon the next.

**Course Delivery Method**

The course is a mix of a lecture and discussion course (On-campus F2F 50% and Asynchronous 50%). However, other approaches may be used to facilitate learning. These include videos, demonstrations, and in-class activities. Overall, this will be a highly interactive class and students will be encouraged to participate. The online content will utilize 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 @gmu.edu) and email password. The course site will be available by August 22, 2023.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](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](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [#] times per week.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **LEARNING OBJECTIVES**

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

1. 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.

### **RECOMMENDED TEXTS/READINGS**

Matthews T., D. & Kostelis K., T. *Designing and Conducting Research in Health and Human Performance*. 2<sup>nd</sup> Edition, Taylor & Francis

### **SUPPLEMENTARY MATERIAL**

Any supplementary materials are posted on Blackboard.

### **COURSE PERFORMANCE EVALUATION**

Students are expected to submit all assignments on time in the manner outlined by the instructor. **All assignments should be turned in on Blackboard.**

## EVALUATION:

Assignment	Qty	Points	Total
Article Critiques	4	30	120
Blog – Drafts 1 & 2	1	100	100
Social Media Post	1	50	50
Fitness Trends Study Proposal	1	100	100
IRB Application	1	50	50
Survey, Results & Discussion	1	100	100
Presentation	1	100	100
Quizzes	3	30	90
Participation	12	10	120
<b>Total</b>			<b>830</b>

## DESCRIPTION OF EVALUATION:

### Participation:

Each class will allow time for me to mentor you through the writing process. This will involve activities to help with your writing as well as working with peers to brainstorm and review documents. Each class is worth **10 points, totaling 120 points, worth approximately 15% of your grade.**

### You will receive the full 10 points for each class if you:

1. Are in attendance
2. Speak at least once during the class session. You will be prompted as to whether this is through talking, chat or polling.
3. Complete tasks & activities assigned during the class time. These will be explained during the class time and instructions on how to hand these in will be given.
4. If breakout rooms are used during the class time demonstrate productive utilization of this time by presenting or handing in a completed activity.

### You will receive 5 points for each class if you:

1. Do not speak or seem engaged during class but complete the activities assigned.
2. Speak and answer questions but do not complete the activities assigned.
3. In attendance

### You will receiving 0 points for each class if you:

1. Are not in attendance
2. Are not engaged in class: it was unclear if you were “present”, did not speak, answer questions, respond when called on or complete the activities assigned.

### Article Review & Critiques

Review and critique assigned articles. You will be required to think critically about the article and apply information from class to your review. An outline and rubric will be provided.

**Quizzes:** Consisting of multiple choice, T/F, short answer and application questions. These will cover terminology and information covered in lecture. They will be held during class meeting times.

**Blog**

You will be pick from a list of popular topics in our field. Write a review of the literature that provides evidence for these topics (for or against). However, it will be written in blog form, and in a manner that those outside of our field can understand it. You will be required to submit a first draft, make revisions and submit a final draft. (requirement for a WAC course). An outline and rubric will be provided.

**Fitness Trends Study Proposal**

Write a purpose statement, hypothesis, and methods section for a study to test a fitness trend/myth found on social media or the internet. An outline and rubric will be provided.

**IRB Application**

Complete a Mason IRB application for the study proposal above. The application will be provided to you.

**Survey, Results & Discussion**

Create a survey on a topic of interest (ex: exercise mins, mood, burn out). Calculate the results using descriptive statistics. Write up a summary of the results including tables and graphs. Find articles to support or contradict the findings. An outline and rubric will be provided.

**Presentation:**

You will be present to your class the survey and results from the assignment above, you will also provide an abstract to the class prior to the presentation. An outline and rubric will be provided

Course Objective	Quizzes	Blog	Fitness Trend/ Myth Study Proposal (Methods, PS, Hyp)	IRB Applicatio n	Article Reviews /Critique s	Survey, Results & Discussion Assignment	Presentation
Define and demonstrate appropriate use of research terminology	x	x	x	x		x	x
Critically evaluate published research in scientific journals and the popular press		x			x	x	x
Formulate research problem statements;			x	x			x
Enumerate the values inherent in the practice of scientific research	x		x	x		x	x
Conduct a thorough review of literature and synthesize the findings		x					x
Prepare a sound and feasible research proposal			x				x

### Grading Scale

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

Note: \* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

### LATE WORK POLICY

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

### PROFESSIONAL DISPOSITIONS [SEP]

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

### **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.
  - Cell Phones: Texting and use of phones during class will not be tolerated.
  - Laptops: Use of laptops are permitted for note taking however if frequent misuse of laptops is identified loss of this privilege for the whole class will occur.
  - Texting or use of Smart Watches during an exam is not permitted, and warrants immediate disciplinary action, and a zero grade for that exam.
  - If you have an emergency and your cell phone needs to be on please inform the professor at the beginning of the class.

### *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/> .**

### **CELL PHONES & LAPTOPS**

Cell phones and other communicative devices are not to be used during class. Please keep them stowed away and out of sight. Laptops or tablets may be permitted for the purpose of taking notes only, Engaging in activities not related to the course (e.g., gaming, email, chat, etc.) will result in a significant deduction in your participation grade. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism.

## SAFE RETURN TO CAMPUS STATEMENT

All students taking courses with a face-to-face component are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage (<https://www2.gmu.edu/safe-return-campus>). Similarly, all students in face-to-face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system and students will receive either a Green, Yellow, Red, or Blue email response. Only students who receive a "green" notification are permitted to attend courses with a face-to-face component. If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

Students are required to follow Mason's current policy about facemask-wearing. As of August 11, 2021, all community members are required to wear a facemask in all indoor settings, including classrooms. An appropriate facemask must cover your nose and mouth at all times in our classroom. If this policy changes, you will be informed; however, students who prefer to wear masks will always be welcome in the classroom.

*The Kinesiology program is an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability.*

## Class Schedule

Week	Topic	Assignments
1 8/21-8/27	Syllabus/Introduction to Research Types of Research	
2 8/28-9/3	How to Read Research Articles Article Critiques	
3 9/4-9/10	Quantitative Research Designs	<b>Article Critique 1</b> <b>Due 9/10</b>
4 9/11-9/17	Quant Research Designs Cont. Qualitative & Mixed Methods	<b>Article Critique 2</b> <b>Due 9/17</b>
5 9/18-9/24	<b>Quiz 1</b> Evidence Based Practice	<b>Article Critique 3</b> <b>Due 9/24</b>
6 9/25-10/1	Problem Development Information Retrieval	<b>Article Critique 4</b> <b>Due 10/1</b>
7 10/2-10/8	Writing a Review of Literature Writing a Blog Review Blog Assignment	
8 10/9-10/15	Review social media assignment Writing a purpose statement & hypothesis Monday Classes are on Tuesday <b>No Class This Week</b>	<b>Blog Assignment – Draft 1</b> <b>Due 10/15</b>
9 10/16-10/22	<b>Quiz 2</b> Writing a Methods Section Review Fitness Trends Assignment	<b>Social Media Assignment</b> <b>Due 10/22</b>



<b>10</b> <b>10/23-10/29</b>	Ethics Sampling, Validity & Reliability Review IRB assignment	
<b>11</b> <b>10/30-11/5</b>	Descriptive, Quantitative & Qualitative Stats	<b>Fitness Trends Study Proposal Due 11/5</b>
<b>12</b> <b>11/6-11/12</b>	Writing the Results & Discussion	<b>IRB Application Assignment &amp; Survey Draft Due 11/12</b>
<b>13</b> <b>11/13-11/19</b>	Writing an abstract Creating a Presentation	
<b>14</b> <b>11/20-11/26</b>	<b>Quiz 3</b> Catch Up, Q & A No Class Wednesday Happy Thanksgiving!	<b>Blog Draft 2 Due 11/26</b>
<b>15</b> <b>11/27-12/3</b>	<b>In Class Presentations</b>	
<b>16</b>	<b>Survey, Results &amp; Discussion Paper Due 12/11</b>	

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