

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

SRST 450 – DL1 – Research Methods
3 Credits, Spring 2024
January 16 – April 29 -Asynchronous Online

Faculty

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Prerequisites/Corequisites

60 credits and [STAT 250^C](#), [EDRS 220^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 [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 (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

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 Monday, May 15th through Friday, June 23rd.

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
- 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

- **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 that 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 ensure 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.
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Required Texts

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

NOTE: This textbook is available online through Mason Libraries via the following link:

<https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/detail.action?docID=6313348>

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).

- **Resources, Assignments and Examinations**

- **The Writing Center** – Students who feel they need more preparation for this Writing Intensive course are encouraged to contact the staff of The Writing Center for assistance. The link to their introductory video is s provided here:
<https://www.youtube.com/watch?v=Qb4qrVfpCBA>
- **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.
- **Research Proposal** – this assignment is worth 15% of your grade and is due on or before Sunday, February 4th. You are required to submit a proposal on the form provided to include the Purpose of your research, questions a researcher might raise about your study, and the significance of your topic.
- **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 an overview of the study – Guidelines Provided. **This**

assignment is worth 15% of your grade and is due on Sunday, February 18th.

- **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. **This assignment is worth 20% of your grade and is due on Sunday, March 3rd.**
- **Mid-Term Exam** – the Mid-Term Exam is scheduled for Wednesday, March 20th and accounts for 20% of your grade.
- Pink Elements on Assignment Rubric: Students are required to understand what a rationale for the study includes as well as the statement of the problem, research questions, a clear description of variables to be included in the study and how to write a hypothesis – Guidelines Provided.
- **Proposal Part # 4 – Blue Elements** on Assignment Rubric: Students are required to understand how to select the population and sampling portion of their proposal – Guidelines Provided.
- **Proposal Part # 5 – Orange Elements** on Assignment Rubric: Students are required to determine what research design and instrumentation would fit their study, what the research setting entails, and procedures for data collection and analysis. Students must also list all references in APA format used throughout the draft proposal as well as appendices as needed – Guidelines Provided.
- **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. **This assignment accounts for 10% of your grade and is due on Sunday, April 14th.**
- **FINAL EXAM** – The Final Exam is scheduled for Monday, April 29th, and accounts for 20% of your grade.

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

Grades are based on the following:

- **Research Proposal (15%) – due on Sunday, February 4th**
- **Yellow Rubric Items – (15%) – due on Sunday, February 18th**
- **Green Rubric Items – (20%) - due on Sunday, March 3rd**

- **Mid-Term Exam (20%) – Wednesday, March 20th**
- **Final Proposal (10%) – due on Sunday, April 20th.**
- **Final Exam – (20%) – Monday, April 29th**
- **TOTAL – 100%**

Professional Dispositions

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

Class Schedule

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/>.

Tentative Class Schedule:

DATE			TOPIC	READINGS/ASSIGNMENT DUE
Week Beginning	Jan	16	<ul style="list-style-type: none"> • Introduction to SRST 450 • Research and Research Topics • Developing Research Topics 	<p>Step 1: Decide on a Topic</p> <p>Step 2: Review the Literature</p>
	Jan	22	<ul style="list-style-type: none"> • Using our Resources to conduct effective literature reviews • Pulling together literature for your review 	<p>Step 3 : Identify Theoretical Underpinnings</p>
	Jan	29	<ul style="list-style-type: none"> • Research Plan and Ethics • <i>Review and understand how to find peer-reviewed journal articles.</i> 	<p>Step 10 : Address Ethical Responsibilities –</p> <p>Submit Research Topic for Approval –Sunday, February 4th</p>

DATE			TOPIC	READINGS/ASSIGNMENT DUE
	Feb	5	<ul style="list-style-type: none"> Developing Effective Research Questions 	Step 4 : Develop a Scope of Study Yellow Rubric Items Due – Sunday, February 18th
	Feb	12	<ul style="list-style-type: none"> Completing the Literature Review. <i>Take this week to complete this assignment throughout the week. You should expect to write approximately 3-4 pages daily.</i> 	Step 5 : Explain Significance of Study
	Feb	19	<ul style="list-style-type: none"> Purpose Statement and Rationale for the Study Hypotheses and Variables 	Purpose statement and Rationale for the study
	Feb	26	<ul style="list-style-type: none"> Population Determination of Sample Size Sampling Procedure Sampling Bias 	Step 6 : Select a Sample Step 7 : Choose a Design Green Rubric Items Due – Sunday, March 3rd
	March	4	<ul style="list-style-type: none"> Reliability and Validity 	Step 8 : Consider Measurement Pink Rubric Items
	March	11	<ul style="list-style-type: none"> Final Student Review of Pink Rubric Items – revise as necessary 	Review and Revise
	March	18	<ul style="list-style-type: none"> Quantitative, Qualitative, and Mixed Designs Descriptive and Interview Protocols 	Design and Instrumentation MID-TERM EXAM – Wednesday, March 20th
	March	25	<ul style="list-style-type: none"> Descriptive and Inferential Statistics – Part I 	Introduction to Step 9 : Specify Data Collection Methods Blue Rubric Items

DATE			TOPIC	READINGS/ASSIGNMENT DUE
	April	1	<ul style="list-style-type: none"> Descriptive and Inferential Statistics – Part II 	Step 14A : Analyze Quantitative Data Step 14B : Analyze Qualitative Data
	April	8	<ul style="list-style-type: none"> Thematic Coding – Trends and Themes 	Step 15 : Create Visual Aids Orange Rubric Items and Final Proposal
	April	15	<ul style="list-style-type: none"> Instrumentation and Measurement Surveys and Interview Protocols Data Collection Writing and Reporting Results 	Step 16 : Write Report FINAL PROPOSAL DUE – Sunday, April 14th.
	April	22	Wrap up	
	April	29	Final Exam	Monday, April 29th

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

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. The first person to read this and email me that you have done so will get a gift card for a free pizza.
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 contact 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, April 14th - midnight.*

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).

Rubric:

Item	Unsatisfactory (1) Does Not Meet	Minimal (2) Approaching	Competent (3) Meets	Outstanding (4) Exceeds
<p>Introduction</p> <p>Background for the Study and Overview of the Study (30 points)</p>	<p>0-15</p> <p>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.</p>	<p>16-20 points</p> <p>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.</p>	<p>21-25 points</p> <p>The author provided significant general and/or cited evidence to inform the reader about the key issues involved in the proposed study.</p>	<p>26-30 points</p> <p>The author provided significant general and/or cited evidence to inform the reader about the key issues involved in the proposed study</p>
<p>Integrated Review of the Literature (55 points)</p>	<p>0-30 points</p> <p>Journal article summaries were listed rather than integrated as a cohesive discussion and/or less than five (5) peer-reviewed empirical studies were used in the review of literature. Conceptual models and/or pertinent theoretical frameworks were not presented.</p>	<p>31-40 points</p> <p>The review of the articles was integrated between articles but needs work. Key findings from at least three (3) 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</p>	<p>40-49 points</p> <p>The review of the articles was adequately integrated between articles. Key findings from at least four (4) peer-reviewed empirical studies and at least four (4) general articles were adequately organized and presented but could be improved. Conceptual models and/or theoretical frameworks were presented</p>	<p>50-55 points</p> <p>The review of the articles was well integrated between articles. Key findings from at least five (5) peer-reviewed empirical studies and five (5) general articles were well organized, presented, and discussed relative to each other and the author's proposed study.</p>

		could be improved.	but still need improvement.	Conceptual models and/or theoretical frameworks were presented accurately and clearly.
Synthesis of the Literature (10 points)	0-2 points Conclusions drawn about the convergent and divergent views illuminated throughout the literature review were not presented or were presented in a minimal and/or non-cohesive manner.	3-5 points Conclusions drawn about the convergent and divergent views illuminated throughout the literature review were discussed but were not presented in a cohesive manner.	6-8 points Conclusions drawn about the convergent and divergent views illuminated throughout the literature review were discussed and presented in a cohesive and manner, but further work is needed.	9-10 points Conclusions drawn about the convergent and divergent views illuminated throughout the literature review were discussed and presented in a cohesive and manner.
Rationale for the Study (10 points)	0-2 points The author did not provide or provided very limited cited evidence of the importance and significance of the study.	3-5 points The author provided some cited evidence of the importance and significance of the study but could be improved.	6-8 points The author provided & cited evidence for the importance of conducting the proposed study but further improvement is needed.	9-10 points The author provided & cited evidence for the importance of conducting the proposed study.
Problem Statement (10 points)	0-2 points The problem statement is difficult to identify or not stated.	3-5 points The problem statement is adequately stated and supported by the background and overview sections but could be improved.	6-8 points The problem statement is clearly stated and supported by the background and overview sections, but further improvement is needed.	9-10 points The problem statement is clearly stated and supported by the background and overview sections.

Research Questions (10 points)	0-2 points Research questions were difficult to understand or were not presented.	3-5 points Research questions were included but were not directly related to the previous sections presented.	6-8 points Research questions were well articulated and were directly related to the previous sections presented but need further improvement.	9-10 points Research questions were well articulated and were directly related to the previous sections presented.
Variables and Definitions (10 points)	0-2 points Independent and dependent variables were not accurately defined, nor clearly described.	3-5 points Independent and dependent variables were accurately identified, but not clearly described.	6-8 points Independent and dependent variables were accurately identified and described for the reader, but further improvement is needed.	9-10 points Independent and dependent variables were accurately identified and clearly described for the reader.
Hypotheses (5 points)	0-1 points Two hypotheses were incorrectly stated (not testable) or not provided.	2-3 points Two hypotheses were stated but need to be refined to be easily testable.	3-4 points Two hypotheses were correctly stated and testable, and variables were identified but need further improvement.	4-5 points Two hypotheses were correctly stated and testable, and variables clearly identifiable
Population (10 points)	0-2 points 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	3-5 points 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.	6-8 points 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	9-10 points 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.		the study, but further improvement is needed.	appropriate to the study.
Determination of Sample Size (10 points)	<p>0-2 points 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.</p>	<p>3-5 points 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.</p>	<p>6-8 points 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.</p>	<p>9-10 points 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.</p>

Sampling Procedure (10 points)	<p>0-2 points 2 or more of the following categories of information is not provided or is <u>not</u> correctly explained: The specific COMBINATIO N of sampling techniques is explained. The choices of sampling technique are justified. IF the student chooses</p>	<p>3-5 points 1 of the following categories of information is <u>not</u> provided or is not correctly explained: The specific COMBINATIO N of sampling techniques is explained. The choices of sampling technique are justified. IF the student chooses</p>	<p>6-8 points The specific COMBINATIO N 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.</p>	<p>9-10 points The specific COMBINATIO N 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.</p>
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	to sample for a specific characteristic(s), the characteristic(s) is clearly explained.	to sample for a specific characteristic(s), the characteristic(s) is still not clearly explained.		
Sampling Bias (10 points)	0-2 points 0 or 1 possible sources of sampling bias are clearly identified, and/or the effects of the potential sampling biases are clearly explained.	3-5 points Only 2 possible sources of sampling bias are clearly identified, and/or the effects of the potential sampling biases are not clearly explained.	6-8 points 3 or more possible sources of sampling bias are clearly identified. The effects of the potential sampling biases still need further improvement.	9-10 points 3 or more possible sources of sampling bias are clearly identified. The effects of the potential sampling biases are clearly explained.
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)	0-9 points Research Design – 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 Instrumentation – Author clearly described less than 2 of the following: <input type="checkbox"/> At least 1 strategy for assessing the validity of his/her	10-19 points Research Design – 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 Instrumentation – Author clearly described 2-3 of the following: <input type="checkbox"/> At least 1 strategy for assessing the validity of his/her questionnaire items for	20-39 points Research Design – 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. Instrumentation - Author clearly described the following: <input type="checkbox"/> At least 1 strategy for assessing the validity of his/her questionnaire	30-35 points Research Design Author clearly described the following: <input type="checkbox"/> <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. Instrumentation - Author clearly described: <input type="checkbox"/> Strategies for assessing the validity of his/her questionnaire items for measuring the proposed IVs and DVs.

	<p>questionnaire items for measuring the proposed IVs and DVs</p> <ul style="list-style-type: none"> <input type="checkbox"/> At least 1 strategy for assessing the reliability of his/her questionnaire <input type="checkbox"/> At least 1 strategy for assessing the validity of the responses to questionnaire items 	<p>measuring the proposed IVs and DVs</p> <ul style="list-style-type: none"> <input type="checkbox"/> At least 1 strategy for assessing the reliability of his/her questionnaire <input type="checkbox"/> At least 1 strategy for assessing the validity of the responses to questionnaire items 	<p>items for measuring the proposed IVs and DVs</p> <ul style="list-style-type: none"> <input type="checkbox"/> At least 1 strategy for assessing the reliability of his/her questionnaire <input type="checkbox"/> At least 1 strategy for assessing the validity of the responses to questionnaire items 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies for assessing the reliability of the questionnaire. <input type="checkbox"/> Strategy(ies) for assessing the responses to questionnaire items.
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Research Setting (10 points)	<p>0-2 points 0 or 1 characteristics were used to describe the setting in which the student is conducting the study.</p>	<p>3-5 points 2 characteristics were used to describe the setting in which the student is conducting the study.</p>	<p>6-8 points 2 but not 3 characteristics were used to describe the setting in which the student is conducting the study.</p>	<p>9-10 points At least 4 characteristics were used to describe the setting in which the student is conducting the study.</p>
Procedures for Data Collection (10 points)	<p>0-2 points 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>3-5 points 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>6-8 points 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>9-10 points Another researcher could easily and clearly follow the author's steps to collect data and come up with the projected sample.</p>
Data Analysis: (10 points)	0-2 points	3-5 points	6-8 points	9-10 points

	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.	Author described proposed tests somewhat accurately. Author provided at least one additional proposed test designed to illustrate additional information for stakeholders.	Author described proposed tests accurately, but further improvement is needed and at least one additional proposed test is needed.	Author accurately described proposed tests. Author provided at least two additional proposed tests designed to illustrate additional information for stakeholders.
References (10 Points)	0-2 points Author cited fewer than 5 referred articles and less than 5 additional articles.	3-5 points Author accurately cited at least 4 refereed articles but less than the 5 required and only 4 or fewer additional articles.	6-8 points Author accurately cited at least 5 peer-reviewed articles but still has only 4 or fewer additional articles.	9-10 points Author accurately cited and highlighted in yellow - 5 or more refereed articles and five (5) additional articles.
Appendix A: Final Instrument or Interview Protocol (10 points) Proper formatting, questions follow rules, directions, thank-you	0-2 points Questionnaire or protocol is breaking 3 or more rules for design.	3-5 points Questionnaire or protocol is breaking 1-2 rules for design.	6-8 points Questionnaire or protocol is still breaking 1 rule for design.	9-10 points Questionnaire or protocol follows all rules for design.
Appendix B: Cover Letter (10 points) Letterhead, date, name/address, greeting, signature, title, study summary, why useful, why important to respondent,	0-2 points Author is missing 3 or more key elements of the cover letter and/or wrote the letter in a way that will likely influence	3-5 points 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.	6-8 points Author is still missing 1 key element of the cover letter and/or still needs improvement to avoid influencing	9-10 points Author provided all items noted and wrote letter in an engaging manner without overly influencing potential responses.

confidentiality info, how info to be used.	potential responses.		potential responses.	
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Rubric for SRST 450 VIA Assessment

Item	1 Does not meet	2 Approaches	3 Meets	4 Exceeds
APA or AMA formatting including references, title page, headings/subheadings, tables, etc.				
Abstract				
Introduction				
Integrated Review of the Literature				
Problem Statement with Rationale				
Research Questions/ Hypotheses				
Variables with Definitions				
Populations and Sample Description				
Sampling Procedure and Bias				
Instrumentation Reliability/ Validity				
Procedures for Data Collection/Triangulation				
Data Analysis Plan				
Implications/Applications				
Quality and Quantity of References				
Data Collection Documents				
Language Control (e.g., tone and prose appropriate for research proposal)				
Language Mechanics (e.g., grammar, punctuation, paragraphing)				
Engaged in Revision Process				

