

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

SRST 623-001 – Research Design and Statistical Reasoning (3)
Fall 2014

DAY/TIME:	T 7:20-10:00pm	LOCATION:	David King Jr. Hall 2054
PROFESSOR	Dr. Jacqueline McDowell	EMAIL ADDRESS	jmcadowe7@gmu.edu
OFFICE LOCATION:	PW – Bull Run Hall Room: 201 E	PHONE NUMBER:	(703) 993-7088
OFFICE HOURS:	TBD by student preferences	FAX NUMBER:	703-993-2025

PREREQUISITES

Graduate standing.

COURSE DESCRIPTION

Introduces basic principles of scientific and scholarly inquiry in Sport and Recreation Studies. Explores the logic and practice of methods and techniques employed in research related to sport and recreation.

COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

1. Demonstrate appropriate use of research terminology and application of basic concepts and principles associated with scientific research;
2. Critically evaluate published research in scientific journals and the popular press;
3. Demonstrate the use of research methodologies and designs employed in SRST research;
4. Apply critical thinking and research findings in SRST practice;
5. Use descriptive and inferential statistics in analyzing research data; and
6. Prepare a sound and feasible research proposal.

COURSE OVERVIEW

- This course is meant to provide students with an authentic learning experience by having them investigate a real-world sport or recreation management problem. Students will (a) consult with professionals in their field of interest to identify questions/problems in need of data-driven research, (b) collect and analyze real-time data, (c) provide classmates with personalized feedback on expository writing assignments, and (d) demonstrate knowledge in responses to open ended questions, an oral report and a written report.
- Always come to class with a positive attitude and try to have fun as you learn about yourself, others, and the topic at hand! Much of the value of the course will be generated from in-class discussion. As such, you are asked to prepare for discussion by reading assigned items (prior to class) and actively participate in the conversation.
- Regular class attendance is expected. It enhances your academic success to be in every scheduled session. Attendance will not be taken, but the failure to show up to class can result in you missing valuable information and assignments.
- Assignments will be due at the beginning of class on the specified date due. No late work is accepted in this course. If you have an excused absence, the assignment can be sent in via email by the start of the course. You have three days after a graded assignment or exam has been returned to contact the professor to contest the grade. After three days, only the content of the graded assignment or exam can be discussed. If you have an

unexcused absence on the day that an assignment or exam is returned, contact the professor ASAP to receive the assignment, as the three day contact period starts when the assignment was returned in class. For excused absences, the three day contact period starts when the student receives the assignment.

- I expect you to uphold the highest ethical standards and academic integrity. This includes refraining from cheating, fabrication, and plagiarism.
- Cell phone usage, working on assignments for other courses, reading newspapers or books, playing computer games, and sleeping will not be tolerated. If you participate in such behaviors, you will be asked to stop the behavior and/or asked to leave the class.

PROFESSIONAL ASSOCIATION PRINCIPLES

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2010, June). *Accreditation principles and self study preparation*. Retrieved August 18, 2014 from <http://cosmaweb.org/accredmanuals>

NATURE OF COURSE DELIVERY

Face to face

REQUIRED READINGS

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Other readings for the class including book chapters and journal articles will be provided throughout the semester and will be available on Blackboard (mymason.gmu.edu.). Please make your own hard copies of the supplemental readings required for this course.

RECOMMENDED READINGS

Pallant, J. (2014). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (5th ed.). Columbus, OH: McGraw-Hill Education.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

GRADING

The instructor is solely responsible for assigning grades. As such, the instructor reserves the right to assess

student performance in each of the categories identified in the EVALUATION section of this syllabus. Student non-compliance with stated academic expectations will result in a '0' for the associated evaluation.

EVALUATION

This course will be graded on a point system, with a total of 500 possible.

GRADING SCALE

A	= 94 – 100	B+	= 88 – 89	C	= 74 – 79
A-	= 90 – 93	B	= 84 – 87	F	= 0 – 73
		B-	= 80 – 83		

REQUIREMENTS	# of Points
Research Presentation – Students will be provided an opportunity to present their research to peers, faculty and professionals in the field in order to receive feedback on their proposal prior to submitting a written copy. The Keynote or PowerPoint presentation needs to include an introduction, statement of problem, brief literature review, main tenets of theoretical framework, proposed methodology and data analysis.	50
Research Proposal –The final assessment of student learning is a research proposal. The proposal must include an introduction, literature review, theoretical framework, methods and data analysis section. Final papers are typically in the range of 20 - 30 pages of text but no minimum or maximum page requirements are mandated. All of your papers are to be typed, 1 inch margins, 12 point font, follow APA formatting guidelines (double-spaced, in text references, reference list). Spelling, grammar, and formatting mistakes will count against the overall grade of the assignment.	200
Midterm: The midterm examination is designed to test students' knowledge of the notes and assigned readings for the first half of the course material. The exam will consist primarily of open-ended questions, but multiple choice, true/false, and fill-in-the-blank questions may be included.	100
Weekly Writing Assignments: Students will have 10 writing and computational assignments that will assess knowledge learned, assist them in the preparation of their proposal and aid in class discussion.	150

Final Grade

Total/ 500

TENTATIVE COURSE SCHEDULE*

DATE		TOPIC	READINGS/ASSIGNMENTS DUE
August	26	Introduction to Research Design and Statistical Reasoning; Value of Research in Our Professional Lives	Syllabus Identify Class Investigation Student Professional Interests
September	2	Research Approaches	Chapter 1 Summary of conversations with professionals

DATE		TOPIC	READINGS/ASSIGNMENTS DUE
	9	Review of the Literature and Use of Theory	Chapters 2 and 3 Assignment # 1 (Article Analysis)
	16	Writing Strategies and Ethical Considerations	Chapter 4 CITI Training Certificate Assignment # 2
	23	The Purpose Statement, Research Questions and Hypotheses	Chapters 6 and 7 Assignment # 3
	30	The Introduction	Chapter 5 Assignment # 4
October	7	Midterm Exam	
	14	No Class –Columbus Day Recess	
	21	Methods of Data Collection – Quantitative Data	Chapter 8 Assignment # 5 (Proposal Introduction)
	28	Statistical Analysis**	Assignment # 6
November	4	Statistical Analysis**	Assignment # 7 (SPSS Statistical Analysis)
	11	Methods of Data Collection – Qualitative Data and Mixed Methods**	Chapter 9 and 10 Assignment # 8 (SPSS Statistical Analysis)
	18	Qualitative Data Analysis**	Assignment # 9
	25	No class- Thanksgiving recess	
December	2	Research Proposal Presentations	Assignment # 10 (NVivo) Keynote or PowerPoint Presentation
	16	Final Written Draft of Research Proposals due by 5pm	Research Proposal

* The course syllabus is a general plan for the course and may be modified over the course of the semester. I will announce any deviations to the class should it be necessary.

** Students will need to bring laptops to class on these days.

STUDENT EXPECTATIONS

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- The George Mason University library offers workshops on a variety of topics to enhance your learning experiences in the classroom (<http://library.gmu.edu/workshops>). Workshops related to this course include: SPSS Intro (Sept. 30 and Nov. 6 at 3pm) and NVivo (Oct. 21 at 12pm)
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

PROFESSIONAL BEHAVIOR

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.