

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

SRST 623-DL1 – Research Design and Statistical Reasoning (3)  
Fall 2015

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<b>OFFICE HOURS:</b>	F 10:00 a.m. – 1:00 p.m.	<b>FAX NUMBER:</b>	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.

### **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 November 23, 2013 from <http://cosmaweb.org/accredmanuals>

### **INSTRUCTOR EXPECTATIONS**

1. All assigned readings and assignments for each session are expected to be completed prior to attending.
2. All written assignments must be typed in APA format (computer word processing is recommended).

### **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 August 31<sup>st</sup> 2015 – December 14<sup>th</sup> 2015.

### **TECHNICAL REQUIREMENTS:**

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- 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 the course requirements.

## EXPECTATIONS:

- **Course Week:**
  - Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Mondays, and **finish** on Fridays
- **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.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, 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.

## 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

Unless otherwise noted, **all written papers will be submitted electronically via email.**

Assignments will be **due at the beginning of class** on the specified date due. **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 late will receive a 20% deduction in points per 24 hour period.**

## REQUIRED READINGS

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.

## EVALUATION

This course will be graded on a point system, with a total of 300 points possible.

## GRADING SCALE

A	= 282 – 300	B+	= 264 – 269	C	= 222 – 239
A-	= 270 – 281	B	= 252 – 263	F	= 0 – 221
		B-	= 240 – 251		

## REQUIREMENTS

## Points Possible

### Topic Selection:

Students are expected to Skype with the instructor of record online to discuss their topic and ten articles supporting their research to date.

10

### 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.

30

### 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.

65

### Proposal Part # 3 – Pink Elements on Assignment Rubric:

Students are required to complete a rationale for the study, statement of the problem, research questions, a clear description of variables to be included in the study and at least two testable hypotheses if study is quantitative or mixed methods – Guidelines Provided.

45

### Proposal Part # 4 – Blue Elements on Assignment Rubric:

Students are required to complete the population and sampling portion of their proposal – Guidelines Provided.

40

### Proposal Part # 5 – Orange Elements on Assignment Rubric:

Students are required to describe their research design and instrumentation, research setting, procedures for data collection and analysis, list all references in APA format used throughout the draft proposal as well as appendices as needed – Guidelines Provided.

95

### Final Proposal Discussion

Students are expected to Skype with the instructor of record online to discuss their progress and future direction of project/thesis.

15

### Total

300

## TENTATIVE COURSE SCHEDULE

DATE	TOPIC	READINGS/ASSIGNMENTS DUE
Week 1	Introduction to Research Design and Statistical Reasoning	Syllabus
Week 2	The Selection of a Research Approach and Topic	Chapter # 1

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS/ASSIGNMENTS DUE</b>
Week 3	Review of the Literature	Chapter # 2 <b>Topic Selection Due</b> <b>SKYPE Discussion # 1</b>
Week 4	The Use of Theory	Chapter # 3
Week 5	Writing Strategies and Ethical Considerations	Chapter # 4 <b>Yellow Rubric Elements Due</b>
Week 6	Independent Writing Day # 1	N/A
Week 7	The Introduction	Chapter # 5
Week 8	The Purpose Statement	Chapter # 6 <b>Green Rubric Elements Due</b>
Week 9	Research Questions and Hypotheses	Chapter # 7
Week 10	Independent Writing Day # 2	<b>Pink Elements Due</b>
Week 11	Quantitative Methods	Chapter # 8
Week 12	Qualitative Methods	Chapter # 9 <b>Blue Rubric Elements Due</b>
Week 13	Mixed Methods Procedures	Chapter # 10
Week 14	Independent Writing Day # 3	<b>Orange Rubric Elements Due</b>
Week 15	Final Proposal Discussion	<b>SKYPE Discussion # 2</b>
Week 16	Final Literature Review and Research Design Sections Due by 5pm	N/A

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

## **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/>].
- 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.

