

George Mason University
College of Education and Human Development
Sport and Recreation Studies

SRST 623, 001– Research Design and Statistical Reasoning
3 Credits, Fall 2017
W 4:30pm -7:15pm Innovation Hall Room 327– Fairfax Campus

Faculty

Name: Dr. Jacqueline McDowell
Office Hours: M/W 3:00pm – 4:00pm and/or “By Appointment”
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Prerequisites/Corequisites

Graduate standing

University Catalog 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 Overview

This course prepares student with knowledge and skills needed to conduct basic or applied research within academia and in their current or future professions.

Course Delivery Method

This course will be delivered using a hybrid (30% online) format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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.

Professional Standards 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>

Required Texts

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

Pallant, J. (2014). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS* (5th ed.). Columbus, OH: McGraw-Hill Education.

Additional readings will be required throughout the semester and will be available on Blackboard (mymason.gmu.edu.). Make your own copies of the supplemental readings required for this course.

Recommended Readings

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

Course Performance Evaluation

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

Assignments will be due at the beginning of class on the specified date due. No late work is accepted in this 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.

Assignments and/or Examinations

Assignment	Point Value
POWER Proposal Part # 1 – Yellow Elements on Assignment Rubric: Students are required to present background information of the problem they will address– Guidelines Provided.	40
POWER Proposal Part # 2 – Green Elements on Assignment Rubric: Students are required to complete an integrated review of the theoretical and conceptual concepts guiding their research – Guidelines Provided.	65
POWER Proposal Part # 3 – Lavender Elements on Assignment Rubric: Students are required to discuss the purpose and rationale for their study, and present research questions and hypotheses (if relevant) – Guidelines Provided.	40
POWER Proposal Part # 4 – Blue Elements on Assignment Rubric: Students are required to describe their research design, study population and sample, and provide their data collection instruments – Guidelines Provided.	75
POWER Proposal Part # 5 – White Elements on Assignment Rubric: Students are required to describe their research setting, data collection procedure and delineate how they plan to analyze their data – Guidelines Provided.	30
CITI Training and Certification: Students are required to complete Collaborative Institutional Training Initiative (CITI) Human Subjects Research training – Instructions Provided.	25
Plagiarism Learning Module and Assignment: Students are required to complete the plagiarism learning module on Blackboard– Instructions Provided.	25
APA Learning Module and Assignment: Students are required to complete the APA learning module on Blackboard– Instructions Provided.	25
SPSS Learning Module and Assignment: Students are required to complete three stats assignments that will introduce them to SPSS, help them prepare a data file, conduct preliminary descriptive analyses, and conduct correlation, t-test and one-way ANOVA statistical analyses– Instructions Provided.	75
Final Proposal: Students are expected to use feedback from all previous assignments to complete the final proposal. The proposal must include an introduction, literature review, theoretical framework, methods, data analysis section, references, and final instrument or interview protocol. Final papers are typically in the range of 20 - 30 pages of text but no minimum or maximum page requirements are mandated. All papers are to be typed, 1inch 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 – Rubric and Guidelines Provided.	100
Total	500

Other Requirements

- 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.
- Class participation is extremely important, but obviously, it is quality, not quantity that counts. We can all learn from each other. It is expected that when you have some special knowledge or relevant experience you will contribute it to the learning of the other members of the class. Useful contributions, as you know, come in many forms. Sometimes a question or a brief comment can be as or more useful to the learning of the class as a long presentation.
- When communicating to the class, short messages will be sent to students via Remind, an app that facilitates mass communication. Students can receive messages via their cell phone by texting @srst6 to 81010, or via email by emailing srst6@mail.remind.com

Grading

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

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

Professional Dispositions

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

Students are expected to exhibit professional behaviors and dispositions at all times.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

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.

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.

Class Schedule

DATE		TOPIC	READINGS/ASSIGNMENTS DUE
August	30	<p>Introduction to Research Design and Statistical Reasoning; Value of Research in Our Professional Lives</p> <p>The POWER Model</p> <p>Speaker: Dr. Brenda Wiggins and/or Dr. Pierre Rodgers (SRST Thesis and Project)</p>	<p>Syllabus</p> <p>Student Professional Interests</p>
September	6	<p>Selecting and Introducing Your Research Topic</p> <p>Speaker: Janna Mattson (GMU Library Resources)</p>	<p>Publishing In AMJ—Part 1: Topic Choice</p> <p>Publishing In AMJ—Part 3: Setting The Hook</p>
	13	Online Lesson	<p>Creswell Chapter 4</p> <p>POWER Proposal Part 1 Due</p>
	20	Review of Literature and Use of Theory	<p>Investing in sport management: The value of good theory</p> <p>Leisure Constraints Research: Its Value as a Framework for Understanding Tourism Seasonability</p> <p>Plagiarism Learning Module and Assignment Due</p>
	27	Online Lesson	<p>Creswell Chapters 2 and 3</p> <p>POWER Proposal Part 2 Due</p>

DATE		TOPIC	READINGS/ASSIGNMENTS DUE
October	4	The Introduction - Purpose Statement, Research Questions and Hypotheses	Publishing In AMJ—Part 4: Grounding Hypotheses Crossing the Color Line With a Different Perspective on Whiteness and (Anti)racism: A Response to Mary McDonald APA Learning Module and Assignment Due
	11	Online Lesson	Creswell Chapters 5, 6, 7 POWER Proposal Part 3 Due
	18	Population and Sampling Techniques Speaker: Dr. David Wiggins (Historical Sport Research)	The value of historical research. Publishing In AMJ—Part 2: Research Design CITI Training and Certificate Due
	25	Online Lesson	Pallant Chapter 1 Creswell Chapter 8 POWER Proposal Part 4 Due
November	1	Quantitative Methods and Statistical Analysis	Pallant Chapters 3, 4 and 5 SPSS Learning Module and Assignment Due
	8	Statistical Analysis	Creswell Chapter 9 Pallant Chapters 6, 7, and 9 SPSS Learning Module and Assignment Due

DATE		TOPIC	READINGS/ASSIGNMENTS DUE
November	15	Qualitative Designs and Mixed Method Approaches	Pallant Chapters 10, 11, 17 and 18 A narrative approach: The possibilities for sport management. SPSS Learning Module and Assignment Due
	22	No class- Thanksgiving recess	
	29	Qualitative Designs and Mixed Method Approaches	Creswell Chapter 10 Qualitative Case Study Methodology Study Design and Implementation for Novice Researchers Reducing Confusion about Grounded Theory and Qualitative Content Analysis POWER Proposal Part 5 Due
December	6	Course Wrap up Choosing a thesis or project chair Speaker: TBD	
	13		Final Written Draft of Research Proposals due by 5pm

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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 <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced 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 <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Reading List

- Academy of Management Journal Editors. (2011). Publishing in AMJ—Part 1: Topic Choice. *Academy of Management*, 54(3), 432-435.
- Academy of Management Journal Editors. (2011). Publishing in AMJ—Part 2: Research design. *Academy of Management*, 54(4), 657-660.
- Academy of Management Journal Editors. (2011). Publishing in AMJ—Part 3: Setting The Hook. *Academy of Management*, 54(5), 873-879.
- Academy of Management Journal Editors. (2011). Publishing in AMJ—Part 4: Grounding hypotheses. *Academy of Management*, 54(6), 1098-1102.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559.
- Cho, J. Y., & Lee, E. (2014). Reducing confusion about grounded theory and qualitative content analysis: Similarities and differences. *The Qualitative Report*, 19(32), 1-20.
- Doherty, A. (2013). Investing in sport management: The value of good theory. *Sport Management Review*, 16, 5-11.
- Roberts, N. (2009). Crossing the color line with a different perspective on whiteness and (anti)racism: a response to Mary McDonald. *Journal of Leisure Research*, 41(4), 495- 509.
- Stride, A., Fitzgerald, H. F., & Allison, W. (2017). A narrative approach: The possibilities for sport management. *Sport Management Review*, 20, 33-42.
- Hinch, T. D., & Jackson, E. L. (2000). Leisure constraints research: Its value as a framework for understanding tourism seasonability. *Current Issues in Tourism*, 3(2), 87-106.
- Wesner, B. (1994). The value of historical research. *Parks & recreation*, 29(2), 30-34.