

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

SRST 450-A01 – Research Methods (3)
Summer 2017

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Room # 223
OFFICE HOURS: By Skype Appointment **FAX NUMBER:** 703-993-2025

PREREQUISITES

STAT 250 and 60 credits.

COURSE DESCRIPTION

SRST 450 - 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 OBJECTIVES

At the conclusion of this 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.

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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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. To help make this a manageable task, we divided the course into 5 smaller writing exercises you’ll complete throughout the semester. These will be thoroughly critiqued and graded and will form the basis for your final Research Proposal. I’ll do all I can to share knowledge, skills, and techniques for success, but it will be your responsibility to study and incorporate the comments on your papers, suggestions from your colleagues, and information from the text. We’ll follow the guidelines of the **Publication Manual of the American Psychological Association (APA) (6th ed.)**.

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 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.

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 22nd 2017 through Monday, June 26th 2017.

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.

INSTRUCTOR EXPECTATIONS:

- **Course Week:**
 - Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Mondays, and **finish** on Fridays. All assignments will be due by 5:00pm 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.

REQUIRED READINGS

Riddick, C. C. and Russell, R. V. (2015). *Research in Recreation, Parks, Sport, and Tourism* (3rd Edition). Champaign, IL: Sagamore Publishing.

EVALUATION

This course will be graded on a point system, with a total of 400 points possible.

GRADING SCALE

A = 376-400	B+ = 352-359	C+ = 312-319	D = 240-279
A- = 360-375	B = 336-351	C = 296-311	F = 0-239
	B- = 320-335	C- = 280-295	

REQUIREMENTS	Points Possible
<p>CITI Training and Certification: Students are required to complete the basic Human Subjects Research training hosted online by the Collaborative Institutional Training Initiative – Instructions Provided.</p>	25
<p>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.</p>	30
<p>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.</p>	65
<p>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.</p>	45
<p>Proposal Part # 4 – Blue Elements on Assignment Rubric: Students are required to complete the population and sampling portion of their proposal – Guidelines Provided.</p>	40
<p>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.</p>	95
<p>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.</p>	100
Total	400

TENTATIVE COURSE SCHEDULE

WEEK	DATES	TOPICS	READINGS AND ASSIGNMENTS DUE
Week # 1	May 22 To May 26	<ul style="list-style-type: none"> • Introduction to PRLS 450, Research & Research Topics • Developing Research Topics • Using our resources to conduct effective literature reviews • Pulling together literature for your review 	<p>Step 1: Decide on a Topic Step 2: Review the Literature Step 3: Identify Theoretical Underpinnings</p> <p>Yellow Rubric Items Due</p>
Week # 2	May 29 To June 2	<ul style="list-style-type: none"> • Research Plan and Ethics • Independent Writing Days – Completing the Literature Review <p><i>Please do not waste these days. You should expect to write approximately 3-4 pages daily to complete this assignment throughout the week. If you wait until the last second, you will be overwhelmed and buried.</i></p>	<p>Step 10: Address Ethical Responsibilities – Complete CITI Training</p> <p>CITI Certification Due Green Rubric Items Due</p>

Week # 3	June 5 To June 9	<ul style="list-style-type: none"> • Memorial Day • Developing Effective Research Questions • Purpose Statement and Rationale for the Study • Hypotheses and Variables 	Step 4: Develop a Scope of Study Step 5: Explain Significance of Study Pink Rubric Items Due
Week # 4	June 12 To June 16	<ul style="list-style-type: none"> • Population and Sampling • Quantitative, Qualitative and Mixed Methods Designs • Reliability and Validity • Instrumentation and Measurement • Surveys and Interview Protocols • Data Collection 	Step 6: Select a Sample Step 7: Choose a Design Step 8: Consider Measurement Step 9: Specify Data Collection Methods Blue Rubric Items Due
Week # 5	June 19 To June 23	<ul style="list-style-type: none"> • Descriptive and Inferential Statistics • Thematic Coding – Trends and Themes • Writing and Reporting Results • Independent Writing Days 	Step 14A: Analyze Quantitative Data Step 14B: Analyze Qualitative Data Step 15: Create Visual Aids Step 16: Write Report Step 17: Deliver a Presentation Orange Rubric Items Due
	June 26th	Final Proposal Due By 5:00pm	

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 <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://coursesupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

