

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**Sport and Recreation Studies**

SRST 796.001 – Seminar in Sport and Recreation Studies  
1 Credit, Fall 2018  
F 10:30a – 12:30p Thompson Hall L013 – Fairfax Campus

**MEETING DATES:**

FRIDAY 9/7 - 10:30A.M. – 12:30 P.M. - TH L013  
FRIDAY 9/28 - 10:30A.M. – 12:30 P.M. - TH L013  
FRIDAY 10/19 10:30A.M. – 12:30 P.M. - TH L013  
FRIDAY 11/9 - 10:30A.M. – 12:30 P.M. - TH L013  
FRIDAY 11/30 – 10:30 A.M. – 12:30 P.M. - TH L013

**FACULTY**

Name: Dr. Susan L. Slocum  
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**PREREQUISITES**

Graduate Standing. All other coursework with the exception of concurrent capstone

**COURSE DESCRIPTION**

Scholarly forum for the presentation and discussion of contemporary topics in sport and recreation studies. Graduate students, faculty, and visiting scholars/practitioners share ongoing research and practical applications. Offered by Recreation, Health & Tourism. May not be repeated for credit.

**COURSE OVERVIEW**

The Seminar in Sport and Recreation Studies provides a forum for graduate students to present to other graduate students, faculty, and visiting scholars/practitioners topics of their choice. In most cases, research and practical applications will be based on student thesis, project, or internship efforts, and prospective outcomes. Since the same work may not be assigned credit in different academic courses of the graduate program, presentations and discussion in this graduate seminar should not consist of exactly the same work as that presented in previous courses. All presenters will be asked to submit an abstract; for students, these must be approved in advance by their thesis/project/internship chair/supervisor. Attendance at the Seminar is a required component of the graduate program. All students will be required to present at least once. Please see Graduate Student Handbook for further information. All graduate students in the program will be encouraged to participate in Seminar meetings as a means for interacting with students and faculty in a scholarly community.

**COURSE DELIVERY METHOD**

Seminar

**LEARNER OUTCOMES AND COURSE OBJECTIVES**

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

1. Critically consider the broad range of topics in sport and recreation studies and allied fields, from theoretical, methodological, and professional practice perspectives.
2. Develop and deliver a scholarly presentation based on research or practice, and lead an informed discussion.
3. Engage in opportunities for enhancement of professional development

## **PROFESSIONAL STANDARDS** [Commission of Sport Management Accreditation (COSMA)]

Upon completion of this course, students will have met the following professional standards:

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of COSMA. COSMA (2016, 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. (2016, May). *Accreditation principles manual & guidelines for self-study preparation*. Retrieved November 30, 2016 from <http://www.cosmaweb.org/accreditation-manuals.html>

## **REQUIRED TEXTS**

None

## **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).

Grades will be assigned on the basis of participation (10%); an abstract (20%); and scholarly presentation and discussion based on research, thesis, project, internship or practice (70%).

Other Requirements: Regular attendance is expected. Active participation in the discussion, typically at the end of a talk, will enhance the experience for speaker and audience.

Grading: Since the Seminar in Sport and Recreation Studies is designed to provide a guided learning experience, grades will be assigned on an S (satisfactory) or U (unsatisfactory) scale. On this graduate scale, S is equivalent to a B or better, and U is equivalent to a B- or lower. An overall indication of “competence” as assessed by the matrix will satisfy satisfactory completion of the course.

See the attached rubric for the presentation.

<b>Requirements</b>	<b>Points</b>
<i>Participation</i>	10
<i>Abstract</i>	20
<i>Presentation</i>	70
<b>TOTAL</b>	<b>100</b>

### PROFESSIONAL DISPOSITIONS

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

### PROPOSED CLASS SCHEDULE

<b>Date</b>			<b>Topic/Learning Experiences</b>	<b>Speaker</b>
F	<b>Sept</b>	07	Introduction to the course	Dr. Jaqueline McDowell – Thesis-style presentation Dr. Maggie Daniels – Project-style presentation
F	<b>Sept</b>	28	Writing an abstract/Defending your research Student Presentations	TBD
F	<b>Oct</b>	19	Student Presentations <b>Abstract due</b>	TBD
F	<b>Nov</b>	9	Student Presentations	TBD
F	<b>Nov</b>	30	Student Presentations	TBD

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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). 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://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

### **BLACKBOARD REQUIREMENTS**

Every student registered for any (Sport and Recreation Studies program) course with a required performance-based assessment is required to submit this assessment (group writing assignments, case study presentations, research paper and weekly on-line quizzes) to Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

## SRST 796 Evaluation Matrix

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title of Presentation: \_\_\_\_\_

Presentation Topic:

- Scholarly Research
- Thesis
- Project
- Internship

Rating	Excellent (4)	Very Good (3)	Fair (2)	Poor (1)	Score
Speaking skills	All of audience can hear presentation; maintains eye contact with audience; clear, expressive voice; poised, good posture, no distracting mannerisms	Most of audience can hear presentation; eye contact most of the time; clear voice, but not as expressive; a little nervous, not as polished	Difficult to hear; occasional eye contact; some mumbling, little or no expression; nervous, some distracting mannerisms; reads much of slides	Audience can't hear presentation; no eye contact; hard to understand, monotone; speaker uncomfortable and uninterested; reads slides word for word	
Audience interaction	Held audience's attention throughout, points made in creative way; listened carefully to audience questions and responded directly to questions asked	Held audience attention most of the time; polite in answering questions, but not as directly	Difficulty holding audience attention, facts presented with little or no imagination; lengthy answers, sometimes without answering the question asked	Completely lost audience attention; started responding before questions finished; answers often unrelated to the question asked	
Visuals	Visually pleasing And easy to read; good use of white	Adequate layout, but with some fonts, colors,	Difficult to read, cluttered appearance; images improperly	Confusing layout, text extremely difficult	

	space, color, backgrounds; images and graphics support and enhance content	backgrounds difficult to read	sized; some distracting graphics or animations	to read; many graphics, sounds, animations distract from the presentation	
Organization	Presented in logical sequence; introduction and background give proper context; key points and conclusions are clear and well developed	Most information presented in logical sequence; clear introduction; adequate background; some irrelevant information	Some problems with sequencing, lacks clear transitions; incomplete or overly detailed introduction; emphasis given to less important information	Little or no organization, difficult to follow; missing or ineffective introduction; confusing or no background; key points unclear	
Subject knowledge	Demonstrates in depth knowledge; answers questions with explanations and elaboration	Adequate knowledge of most topics; answers questions, but fails to elaborate	Superficial knowledge of topic; only able to answer basic questions	Does not have grasp Of information; cannot answer questions about subject	
Literature review or background	Thoroughly, but concisely, describes previous and related work; clearly explains how current work fits into roader field	Describes previous And related work; makes connection to current work	Mentions other work done in field; connections to current work not as clear	Unaware of other work done in the field; little or no context for current work	

Hypothesis and research / action plan (if applicable)	Novel and challenging research question; well thought out research plan; original and significant	Focused and challenging research question; minor flaws in research plan; makes modest contribution to field	Poorly focused research question; incomplete research plan; not very original or significant	Research question requires little creative thought; incoherent research plan; little or no contribution to the field	
Methods (if applicable)	Uses or develops best suited tools, methods, approaches; describes methods in detail; understands pros/cons of methods	Uses a variety of appropriate techniques; describes methods; good understanding of methods	Uses limited number Of standard techniques; incomplete description of methods; basic understanding of methods	Poor selection of techniques; no description; does not understand methods used	
Analysis (if applicable)	Correctly interpreted results; Accounted for error and uncertainty; Explores in depth interesting issues and connections	Correct, but incomplete data analysis; partially accounted for error; explores some interesting issues and connections	Some errors in interpreting data; faulty error analysis; does not explore all possibilities and misses connections	Major errors in data interpretation; no error analysis; little or no exploration of results	
Conclusions and implications for research or practice	Insightful conclusions supported by evidence; discusses implications and application; recommends future directions for research	Conclusions supported by evidence; some discussion of implications and future directions	Conclusions could be supported by stronger evidence; minimal discussion of implications and future work	Conclusions not supported by evidence; no discussion of implications and future work	
TOTAL SCORE					

