

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

SRST 595.001—Thesis Preparation  
2 Credits, Fall 2020  
Variable, Fairfax Campus

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Provides a basic overview and working knowledge of the procedures to be used towards completion of the thesis. With competencies gained in previous sport and recreation studies courses, the student will begin to form the criteria, considered evidence, and judgment towards a research topic for SRST 799. Offered by Recreation, Health & Tourism. May not be repeated for credit.

**Course Delivery Method**

This course will be delivered using either an independent study or seminar format.

**Learner Outcomes or Objectives**

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

1. Synthesize the professional literature;
2. Apply theories, concepts, practices and philosophies gained through both self-directed and guided learning;
3. Demonstrate the ability to communicate professionally in both written and oral forms;
4. Identify, design, and implement an individual task from among the various concentrations in sport and recreation studies;
5. Develop the foundation for the product or procedure related to their concentration area;
6. Perform preliminary qualitative and/or quantitative research required for the completion of the thesis;
7. Complete a research proposal leading to the completion of the thesis;
8. Use information resources and search strategies to identify reliable, reputable sources of information;

9. Organize, synthesize, and evaluate existing literature to address a specific issue within sport and recreation studies;
10. Identify measurement, research design, and data analysis techniques used in a given area of study and evaluate the strengths, weaknesses, and feasibility of each;
11. Select and use appropriate measurement, research design, and data analysis techniques to answer specific research questions based on an understanding of the advantages, disadvantages, and feasibility of each technique;
12. Use appropriate technology to collect, summarize, and analyze data;
13. Interpret research results within the context of specific research question(s) and more broadly within the context of the existing sport and recreation studies literature;
14. Prepare coherent, well-organized abstracts, literature reviews, and research reports in a style consistent with the most recent version of the appropriate documentation style manual; and
15. Present research orally with use of visual aids as appropriate (e.g., presentation software).

### **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**

[Required readings will vary by program concentration and thesis option. These are likely to include a style manual and data analytic texts such as:]

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Green, S. B., & Salkind, N. J. (2010). *Using SPSS for Windows and Macintosh: Analyzing and understanding data* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Henderson, K. A., & Bialeschki, M. D. (2010). *Evaluating leisure services: Making enlightened decisions* (3rd ed.). State College, PA: Venture Publishing, Inc.

Turabian, K. L. (2007). *A manual for writers of research papers, theses, and dissertations* (7th ed.). Chicago: University of Chicago Press.

University of Chicago Staff. (Eds.). (2007). *The Chicago manual of style* (16th ed.). Chicago: University of Chicago Press.

## 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 and/or Examinations**

This course will be graded on a point system, with a total of 100 possible points.

Requirements	Points
<i>Development of Thesis Proposal:</i> In consultation with the committee chair/director, the student independently works on preparing a research proposal for a thesis. Using the interactive template from thesis.gmu.edu, the student prepares preliminary front matter (e.g., SRST signature sheet, title page, table of contents), abstract, the proposed first three chapters of the expected document (i.e., introduction, review of literature, methodology), references, and any appendices (e.g., survey instrument) as appropriate.	80
<i>Presentation of Thesis Proposal:</i> The thesis proposal needs to be typed, double spaced with a standardized font, and submitted to the student's committee at least 10 business days before the scheduled defense date. The proposal must be orally defended to the student's committee with use of visual aids as appropriate.	<u>20</u>
TOTAL	100

### GRADING SCALE

A = 94 – 100	B+ = 88 – 89	C = 70 – 79
A- = 90 – 93	B = 84 – 87	F = 0 – 69
	B- = 80 – 83	

- **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**

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. A score of 84 or higher OR an overall indication of “competence” as assessed by the matrix will satisfy satisfactory completion of the course.

**Professional Dispositions**

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

**Class Schedule**

Date	Assignment	Reading
Week 1	Introduction to Research	
Week 2	Systematic Inquiry	
Week 3	Criteria, Evidence, and Judgment within Evaluation	
Week 4	Literature Search Strategy	
Week 5	Models of Evaluation	
Week 6	Evaluating Program Quality and Participants	
Week 7	Timing of Evaluation	
Week 8	Research Design	
Week 9	Political, Legal, Ethical, and Moral Issues in Research	
Week 10	Independent Research Activity	
Week 11	Independent Research Activity	
Week 12	Independent Research Activity	
Week 13	Independent Research Activity	
Week 14	Oral Presentation of Thesis Proposal	
Week 15	Submission of Thesis Proposal	

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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