

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

SRST 599.002 – Independent Study in Sport and Recreation Studies
Preparation of Thesis or Project Proposal
3 Credits, Fall 2020
Variable – Fairfax Campus

Faculty

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Office Hours: MW 1:30p – 2:45p Blackboard Collaborate and By Arrangement
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Prerequisites/Corequisites

Graduate standing or permission of instructor

University Catalog Course Description

Focuses on projects related to sport and/or recreation studies. Offered by School of Sport/Rec/Tour Mgmt. May be repeated within the degree for a maximum 3 credits.

Course Overview

The course is designed as an independent study, allowing students considerable flexibility in scheduling the work and reporting the lessons learned. Readings and assignments will vary based on the instructor, student, and topic/subject area. The intellectual approach is highly interdisciplinary, encouraging students to examine sport and recreation studies from multiple perspectives including (but not limited to) philosophy, history, sociology, psychology, communication, economics, and politics.

This course provides a basic overview and working knowledge of the procedures to be used towards completion of the thesis or project. 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 798 or SRST 799. At the end of the course, the student will present proposed thesis or project to the instructor of record and the tentative thesis or project committee.

In this course, the student develops a research proposal for a thesis or project based upon an accepted model of social research which could include quantitative, qualitative, or historical methods. Prior to the beginning the course, the student must identify a professor who agrees to act

as instructor of record for this independent course. The student and professor will meet on an “as needed” basis throughout the term, with the student taking primary responsibility for identifying the research topic, methods, and educational support needed in order to complete the project or thesis. Upon receiving acceptance of the research proposal by the professor, the student will submit a proposal for review according to George Mason University’s guidelines for Human Subjects review by the Institutional Review Board (IRB) (if the research does not involve human subjects—e.g., policy research, research using data in the public domain, legal research, or historical research—the ethics review process will occur within the School of Recreation, Health, and Tourism). The student will be expected to make any changes as required by the HSRB. Successful completion of both the research and human subjects proposals will qualify the student for SRST 798: Master’s Project or SRST 799: Master’s Thesis.

Course Delivery Method

This course will be delivered using a face to face and individual consultations as needed 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: international sport management, recreation administration, sport and leisure studies, sport coaching, and sport management;
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 or project;
7. complete a research proposal leading to the completion of the project or 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/project option. These are likely to include a style manual and data analytic texts such as:]

American Psychological Association. (2009). *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**
 - **Development of Critical Analysis (80 points)**
 - **Presentation of Critical Analysis Findings (20 points)**
- **Grading**

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

Requirements	Points
<p><i>Development of Critical Analysis:</i> In consultation with the instructor, the student independently works on preparing a 10-20 pp. research paper in APA format addressing the concept of swimmers and swimming in communities of color. This examination may include, but not be limited by, examinations of race, culture, access, power, and gender. The paper may serve as the basis for future research towards a thesis or project proposal. The analysis should include a title page, abstract, introduction, review of literature, final assessment/conclusion, and references.</p>	80
<p><i>Presentation of Critical Analysis:</i> The critical analysis thesis needs to be typed, double spaced with a standardized font, and submitted to the instructor by December 16, 2020. The student’s findings must be orally presented to the instructor with use of visual aids as appropriate.</p>	<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	

Pass: a score of 83 higher OR an indication of “competence” assessed by the matrix.

Professional Dispositions

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

Class Schedule

Date	Assignment	Reading
Week 1	Introduction to Research	
Week 2	Systematic Inquiry	
Week 3	Criteria, Evidence, and Judgment within Evaluation	

Date	Assignment	Reading
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 or Project Proposal	
Week 15	Submission of Thesis or Project 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 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.

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