

**George Mason University**  
**College of Education and Human Development**  
**Sport Management**

SRST 450DL—Research Methods  
3 Credits, Fall 2021  
Distance Learning  
Duration: August 23, 2021 – December 12, 2021

**Faculty**

Name: Dr. Kelly Morgan  
Office Hours: By Appointment  
Email Address: kvanders@gmu.edu

**Prerequisites/Corequisites**

60 credits and one of the following: STAT 250, DESC 210 OM 210, SOC 313, OM 250, or IT 250.

**University Catalog Course Description**

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 Delivery Method**

This course will be delivered online using a 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 on August 20, 2021.**

**Under no circumstances, may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

**Learner Objectives**

At the completion of the 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 and sound and feasible research proposal.

**Learner Outcomes**

Written communication is one of the foundation requirements of Mason's general education curriculum. Mason's nationally recognized writing program emphasizes writing as a process: it is not simply a way of communicating already formulated thoughts, but a way of discovering, exploring and developing new ideas. On your way to completing your proposal, you will go through the recursive processes of researching, drafting, and revising and will engage in critical thinking at all stages.

As part of the written communication component and in addition to our course objectives, upon successfully completing this course, you will be able to:

- Analyze and synthesize research using methods appropriate to Sport, Recreation, and Tourism Management (SRTM);
- Make reasoned, well-organized arguments with introductions, thesis statements, supporting evidence, and conclusions appropriate to SRTM;
- Use credible evidence to include, as applicable, data from credible primary and/or secondary sources, integrated and documented accurately according to APA or AMA styles;
- Employ rhetorical strategies suited to the purpose(s) and audience(s) for the writing, to include appropriate vocabulary, voice, tone, and level of formality;
- Produce writing that employs the organizational techniques, formats, and genres typical to SRTM; and,
- Produce writing that demonstrates proficiency in standard edited American English, including correct grammar/syntax, sentence structure, word choice, and punctuation.  
(For additional information, please see <https://assessment.gmu.edu/Genedassessment/outcomes.cfm>)

### **Professional Association Standards**

Further, upon completion of this course, students will meet the following professional accreditation standards for 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.

### **Required Texts**

Riddick, C. C., & Russell, R. V. (2015). *Research in recreation, parks, sport, and tourism* (3<sup>rd</sup>. ed.). Champaign, IL: Sagamore Publishing.

Any additional required readings will be available via Blackboard or the University library's website.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time through Blackboard. **NO LATE WORK WILL BE ACCEPTED.** This course will be graded on a point system, with a total of 529 possible points.

- Journal Article Review and Research Classification assignment – 20 points (Due Week 2)
- Introduction, Problem Statement, Literature Review, and Hypothesis Variables assignment – 35 points (Due Week 4)
- Sampling Plan assignment – 45 points (Due Week 5)
- Research Design, Measurement, and Data Collection assignment – 61 points (Due Week 7)
- Analysis Plan assignment – 18 points (Due Week 8)
- Feedback Discussion Posts – 100 points total (25 points each) (see schedule)
- Draft Research Proposal - 50 points (Due Week 13)
- Final Research Proposal – 100 points (Due Week 15)
- Research Proposal Video Presentation – 100 points (Due Week 15)

### **Assignments**

**\*\* Guidelines for all submissions in this course \*\***

- All work in this course should be written in the third person using complete sentences

- Use subheadings appropriate to the assignment (e.g., Introduction, Literature Review, Statement of the Problem, References, etc.) to serve as a guide for “piecing together” your final proposal and to help you be sure you have responded to all requirements of the assignment
- Appropriately cite all sources following the current APA guidelines
- Create an APA-style cover page with running headers throughout the document
- Create an APA-style references page

### **Journal Article Review and Research Classification (20 points)**

The purpose of this assignment is to increase your familiarity with evidence-based peer-reviewed journal articles, which are the standard in academic research. These may be unfamiliar to you, but, don't be intimidated! This assignment will help you become a pro at reading through articles and getting the information you need.

I would like you to use the University library database to find an article in your area of research interest. \*\*I have a video tutorial of how to do this painlessly that you can find on Blackboard.

Read the article thoroughly and respond to each of the following **using complete sentences (no bulleted responses for this)**:

1. What was the topic studied?
2. What are the key terms?
3. What are the definitions for the key terms? You may need to go outside of the article to answer this.
4. What is the specific research question, hypothesis, or problem?
5. What procedures were used to gather data?
6. Who were the participants/subjects?
7. What scales or instruments were used to measure the data?
8. What was the method of data analysis?
9. What were the major conclusions and implications?

### **Introduction, Problem Statement, Literature Review, and Hypothesis Variables (35 points)**

The goal of this assignment is to apply your curiosity and your conceptual and practical understanding of the resources we use in our industry for asking questions and defining research problems. Specifically, you will be writing an introduction to your research proposal and your preliminary literature review.

This assignment is the first big step in your research this semester. You should be decided on your topic of choice for your final research proposal before starting this assignment. **\*\*If you would like to run your research topic by me, I'm happy to help! Send me an email.\*\*** Once you are solid on the topic, you will use the skills you learned in the Journal Article Review and Research Classification assignment to collect and review relevant literature that gives you enough information to write an informed introduction, problem statement, and research questions/hypotheses.

Since this is the first step in your journey to a research proposal, expect extensive feedback from me. You might not get it all right the first time, and that's okay. Do the best you can and be open to receiving and applying the feedback once you get it back. This assignment is the basis for more in the future, and you want to get it polished before moving on.

Your submission must include:

1. An introduction to the topic to be investigated in your study (including the background and significance of the problem)
2. A statement of the problem (which could be the last sentence in your introduction)

3. A review of pertinent literature that is a cohesive narrative (*at least 5 current*, evidence-based/empirical and peer-reviewed research articles – do not confuse these with articles from newspapers which are not empirical or peer-reviewed)
4. Two research questions or testable hypotheses regarding the outcome of your study
5. Identification of key constructs in your research questions or your independent and dependent variables and definitions in each of your hypotheses

### **Sampling Plan (45 points)**

In the Introduction, Problem Statement, Literature Review, and Hypothesis Variables assignment, you selected a problem, formulated a hypothesis, and completed a preliminary literature review. Your next task is to describe a sample that's appropriate for evaluating your research questions or hypotheses. These are the people you will be asking questions and collecting data from.

Remember that this is your actual sampling plan to be used in your proposal, so it should be written in proposal format (not bullets or notes) and should be specific to your proposed full study.

Again, expect extensive feedback. Take that feedback and apply it immediately after you get it. You'll need to have any suggestions and fixes in place before moving on.

Your submission must include:

1. A complete definition of the target and accessible populations from which the sample would be drawn. This definition should thoroughly describe the size of these populations and relevant characteristics (e.g., age, ability, socioeconomic status, etc.). Think of who will best be able to give you the data you need and answer your questions/test your hypotheses. For example, if you want to determine what new amenities would increase member retention at a local gym, you'd want to ask the members, not the employees or the general population.
2. A description of how you will determine the sample size. Include a summary statement that indicates the sample size that will be selected and justification for this size. Be sure to identify your anticipated response rate and cite your source for why you anticipate that rate. Hint: look at literature that has similar sampling methods or see if there is a reputable site that discusses this.
3. An explanation of the procedural techniques by which you would select the sample and form it into groups (if appropriate). This technique should be described in detail, including justification of the technique selected. For example, if you're using stratified sampling, don't just say that stratified sampling will be used; tell me on what basis (i.e., characteristic) the population will be stratified and how group members (and how many) will be selected. Going back to the gym example in #1, you could select the sample from members who have been with the gym for over 2 years, or who visit more than once a week, etc. You could further group them by age, gender, etc.
4. Indicate the possible sources of sampling bias. Figuring out these weaknesses now will strengthen your sampling and your resulting research. Dig deep to find any possibilities for bias.

### **Research Design, Measurement, and Data Collection (61 points)**

Now you're getting into the meat of the proposal! The purpose of this assignment is to identify the research design you will use, the measurement tools available to you, and to detail your data collection procedures. You've already selected a problem, formulated research questions/hypotheses, completed a preliminary literature review, and described your population and sample. Now, you'll identify the measures and data collection procedures you will use in this study and design an appropriate cover letter and survey instrument to give to the participants.

As with the other assignment, this assignment should be in proposal format. **You will put your cover letter and instrument in appendices.**

When you receive your feedback, incorporate it immediately before moving on to the next assignment.

You are to address the following:

### Measurement, Design, and Data Collection section

1. Briefly describe the data to be gathered and the measurement instrumentation to be used.
  - a. Discuss the basis for establishing the reliability and validity of the instruments. In other words, if you plan to use one or more already-existing scales or measures, describe each.
  - b. Explain how you plan to check the validity and reliability of data obtained with your instruments. If you plan to use an existing instrument, summarize what you have been able to learn about the validity and reliability of previous results.
2. Identify and describe the research design to be used in this study (qualitative or quantitative with full description of the design you chose. For example, if you chose a qualitative method of interviewing subjects using open-ended questions you would describe the questions, how you'll ask them, etc.
3. Describe why the design was selected.
4. Describe potential threats to internal validity (e.g., subject characteristics, location, instrumentation, maturation, subject attitude, and implementation) and how you have designed the study to minimize the potential effects of these threats.
5. Describe the procedural technique(s) by which you would collect the data for a complete study (e.g., structured face-to-face or telephone interviews; mail or email surveys; pre/post testing). The specific data collection technique(s) should be described in detail (when, where, how long, etc.). Indicate the exact procedures for how you will make contact with subjects and the advantages and disadvantages of your chosen method of collection. Justify why you selected the technique you did.
6. Identify any possible ethical problems in carrying out such a study and how the problems could be remedied. Be sure to include possible *harm* to participants (if any); possible *problems of confidentiality* (if any); and possible *problems of deception* (if any).

### Appendix: Instrument

Put your instrument in its final form (no notes, half-baked ideas and questions, etc.) in this appendix. This is required whether you've created your own or are using an existing one.

### Appendix: Cover Letter

Develop an appropriate cover letter written to your participants that will reference the collection procedures you have determined. This letter must include, but is not limited to the following:

1. Letterhead, date, name and address, greeting, signature, and title
2. What the study is about and why it is useful
3. Why the person you are writing to's voice is important and why they should complete your questionnaire
4. A promise of confidentiality or anonymity and an explanation of a numbering system if used
5. Assurance that the information will be used and a thank you for their consideration
6. Information on any incentives that will be given, if appropriate

### Analysis Plan (18 points)

You're on the last step before we put together the entire proposal! You've planned for everything already except this, a plan for your data analysis. This is your plan for what you'll do with that juicy data you get back from your participants. The data analysis plan you choose will be different depending on whether your study is a qualitative or quantitative research design. **\*\*Select the appropriate set of questions below for your research design.\*\***

When you receive your feedback, incorporate it immediately before moving on to your full proposal.

For Qualitative designs, thoroughly discuss the following in complete sentences (not bullets or notes):

1. Managing data
2. Making tentative conclusions
3. Verifying conclusions

For Quantitative designs, thoroughly discuss the following in complete sentences (not bullets or notes):

1. Descriptive Statistics
  - a. Central Tendency
  - b. Variability
  - c. Association: Correlation
2. Inferential Statistics
  - a. Population Parameters
  - b. Hypothesis Testing
3. Nonparametric Methods

### **Feedback Discussion Posts (100 points total, 25x4 posts)**

Feedback is critical for your success as a new researcher (it's also true if you're an expert!). For each assignment (**excluding the Journal Article Review and Research Classification**), you'll also post your assignment to a discussion board to receive peer feedback. All students are responsible for providing feedback to at least one other student for each discussion board. This feedback must be thoughtful and helpful. You can find further directions on the discussion boards themselves.

### **Draft Research Proposal (50 points)**

The importance of a draft is to keep you on schedule and get you moving toward your goal. For this submission, you should have just about everything written, and if not perfect, almost there. I once had a professor tell me that "you can't edit nothing." Doing well with this assignment will help you have a smooth landing for the end of the semester.

It's a final chance for my feedback and input to make this proposal the best it can be.

What I'm basing the grade on:

1. You should have all of the sections listed in the Final Research Proposal assignment – I will be grading you using the Research Proposal rubric at the end of the syllabus
2. Your document is to be at least 90% finished – I need to be able to see what your final version will look like to give you feedback
3. This draft must have been proofread and written like someone at a 400 level

### **Final Research Proposal (100 points)**

This is it. The big one. All of your assignments in this course have helped you build, get feedback on, and polish your sections that go in this.

This assignment will serve as a beginning for your final project or thesis that you will complete during future independent studies. This specific assignment is, in essence, a revision and **extension** of all content included in previous assignments, so be sure you've read and incorporated all feedback!

Sections – *remember to put everything in APA format*

#### PRELIMINARY PAGES

- Title Page
- Table of Contents
- List of Tables and Figures

- Abstract (A short summary of your overall project and findings) *\*Look at your journal articles for examples*

## MAIN BODY OF THE PROPOSAL

- Introduction/Literature Review
  - Introduction – background and significance
  - Literature review (This should be a full review with at least 10 scholarly sources that **builds on** the literature review you did in the earlier assignment. DO NOT just submit that previous review. It isn't enough.)
  - Research questions/Hypotheses – direct and null
  - Independent and dependent variables
  - Definitions
- Sampling
  - Populations (Target and accessible population descriptions)
  - Sample size
  - Sampling procedure
  - Sampling bias
- Methods
  - Survey description (your instrument)
  - Reliability, validity, and internal validity
  - Procedures for data collection and triangulation
  - Ethics
- Pilot Test Results
  - Full description of the results
  - Visual aids
- Analysis plan
- Discussion and conclusions (This is a discussion of your pilot test results AND I would like you to tell me about your next steps with the research and your intent for using it in your independent study)
- Reference list (At least ten of your references must be research articles appearing in refereed journals. Additional references providing support for significance and definitions may come from other literature sources.)

## APPENDICES

- Cover letter
- Blank questionnaire/instrument

## Grading:

- Overall, grading will be based on completeness of responses, clarity, and accuracy of written presentation. See the rubric at the end of the syllabus for details.
- Your proposal should be developed through the integration of material from your courses, readings, and practical experiences, and should demonstrate independent thought and attention to detail (e.g., grammar and spelling).

*You have had plenty of valuable experience in your academic career as well as in your personal pursuits. Trust yourself and your ability to create something amazing!*

## Research Proposal Presentation (100 points)

Students, as well as professional researchers, frequently need to present their research proposals. Being able to present and discuss your proposal is just as important as writing it well.

You will need to create a presentation that is more than reading your proposal on camera. You should have a professional appearance and demeanor along with slides that guide the viewer through your talk.

Your presentation must:

1. Address all parts of your research proposal
2. Be clear and easy to follow
3. Use slides that assist the viewer with understanding your presentation (see my lectures)
4. Include any visual aids in the slides
5. Be under 15 minutes

You will upload your video to the designated place on Blackboard. More information can be found there.

### Grading

Your grades will be listed in the Grade Center on Blackboard. Often, when I grade your assignments, I will include comments that you can find in the Grade Center as well. Your current letter grade will always be available to you.

#### *Grading Scale*

Percent	Grade
94-100%	A
90-93%	A-
88-89%	B+
84-87%	B
80-83%	B-
78-79%	C+
74-77%	C
70-73%	C-
60-69%	D
0-59	F

### Professional Dispositions

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

1. Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday at 11:59pm.
2. Log-in Frequency: You must actively check the course Blackboard site and your GMU email for communications from me, class discussions, and access to course materials at least once per week.
3. Participation: You are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
4. Workload: Please be aware that this course is not self-paced. ***You are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is your responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due. \*\*\*No late work will be accepted. It is your responsibility to keep up in this course and to use the syllabus provided.***



5. Written Assignments: Written assignments will be expected to demonstrate college-quality writing. All work will be assessed for content AND for presentation. Your assignments must clearly have been planned, researched, and proofread.
6. Format: Papers and projects submitted must be in proper, college-level form (including grammar, punctuation, spelling, and general appearance). Your content is obviously expected to be your best work. **Your work should be in APA format.** \*\*A helpful online guide for APA can be found at: <http://owl.english.purdue.edu/owl/resource/560/01/>
7. Instructor Support: You may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Email me to schedule a one-on-one session and include suggested dates/times.
8. Honor Policy: George Mason University takes its honor policy quite seriously, and so do I. Papers, projects, and other assignments must be your own work.
9. Plagiarism: Plagiarism is representing another's work as your own or recycling your work and representing earlier work as new work. I will be checking your work for originality. Remember to use proper source citations in citing the evidence you use in your research. Failure to do your own work, or not to give credit where necessary, will result in failing the course and a report to the honor committee. If you need assistance with citation rules beyond the APA style guide or with determining if something should be cited, please ask me!
10. Technical Competence: You are expected to demonstrate competence in the use of all course technology. If you are struggling with technical components of the course, I expect you to seek assistance from me and/or College or University technical services as early-on as possible.
11. Technical Issues: You should anticipate some technical difficulties during the semester and should, therefore, budget your time accordingly. ***Late work will not be accepted based on individual technical issues. Start your submission well before the 11:59 pm deadline.***
12. Etiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Always re-read your responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. I will also be respectful in all communications.
13. Accommodations: If you require effective accommodations to ensure accessibility, you must be registered with George Mason University Disability Services.
- 14.

### Class Schedule

WEEK	TOPICS	ITEMS DUE BY SUNDAY, 11:59PM OF THAT WEEK
1 – 8/23-8/29	Overview Research Topics	Reading <ul style="list-style-type: none"> <li>• Part 1: Overview</li> <li>• Step 1: Decide on Topic</li> </ul> Lectures <ul style="list-style-type: none"> <li>• Week 1 videos</li> </ul> Assignment <ul style="list-style-type: none"> <li>• Brainstorm potential topics for research (not turned in) – feel free to email me for feedback on them</li> </ul>
2 – 8/30-9/5	Literature Reviews	Reading <ul style="list-style-type: none"> <li>• Step 2: Review Literature</li> <li>• Links to sites with literature review tips (in Week 2 Lectures folder)</li> </ul> Lectures <ul style="list-style-type: none"> <li>• Week 2 videos</li> </ul> Assignment <ul style="list-style-type: none"> <li>• Journal Article Review and Research Classification assignment</li> </ul>

WEEK	TOPICS	ITEMS DUE BY SUNDAY, 11:59PM OF THAT WEEK
3 – 9/6-9/12	Identifying Theoretical Roots	Reading <ul style="list-style-type: none"> <li>• Step 3: Identify Theoretical Roots</li> </ul> Lectures <ul style="list-style-type: none"> <li>• Week 3 videos</li> </ul> Assignment <ul style="list-style-type: none"> <li>• None</li> </ul>
4 – 9/13-9/19	Scope Significance	Reading <ul style="list-style-type: none"> <li>• Step 4: Determine Scope</li> <li>• Step 5: Explain Significance</li> </ul> Lectures <ul style="list-style-type: none"> <li>• Week 4 videos</li> </ul> Assignment <ul style="list-style-type: none"> <li>• Introduction, Problem Statement, Literature Review, and Hypothesis Variables assignment</li> <li>• Initial post with your Intro, Problem, etc. assignment to the feedback discussion board</li> </ul>
5 – 9/20-9/26	Samples Study Design Options	Reading <ul style="list-style-type: none"> <li>• Step 6: Select Sample</li> <li>• Step 7: Choose Design</li> </ul> Lectures <ul style="list-style-type: none"> <li>• Week 5 videos</li> </ul> Assignment <ul style="list-style-type: none"> <li>• Sampling Plan</li> <li>• <b>Initial post</b> with your Sampling Plan assignment to the feedback discussion board</li> <li>• Intro, Problem, etc. <b>feedback</b> discussion response</li> </ul>
6 – 9/27-10/3	Measurement Data Collection Methods Preparing for Data Collection	Reading <ul style="list-style-type: none"> <li>• Step 8: Consider Measurement</li> <li>• Step 9: Specify Data Collection Methods</li> <li>• Step 13: Prepare for Data Collection</li> </ul> Lectures <ul style="list-style-type: none"> <li>• Week 6 videos</li> </ul> Assignment <ul style="list-style-type: none"> <li>• Sampling Plan <b>feedback</b> discussion response</li> </ul>
7 - 10/4-10/10	Analyzing Quantitative and Qualitative Data	Reading <ul style="list-style-type: none"> <li>• Step 14A: Analyze Quantitative Data</li> <li>• Step 14B: Analyze Qualitative Data</li> </ul> Lectures <ul style="list-style-type: none"> <li>• Week 7 videos</li> </ul> Assignment <ul style="list-style-type: none"> <li>• Research Design, Measurement, and Data Collection assignment</li> <li>• <b>Initial post</b> with your Research Design, Measurement, and Data Collection assignment to the feedback discussion board</li> </ul>

WEEK	TOPICS	ITEMS DUE BY SUNDAY, 11:59PM OF THAT WEEK
8 – 10/11- 10/17	Ethical Responsibilities Conducting a Pilot Test	Reading <ul style="list-style-type: none"> <li>• Step 10: Address Ethical Responsibilities</li> <li>• Step 12: Conduct Pilot Test</li> </ul> Lectures <ul style="list-style-type: none"> <li>• Week 8 videos</li> </ul> Assignment <ul style="list-style-type: none"> <li>• Analysis Plan</li> <li>• <b>Initial post</b> with your Analysis Plan assignment to the feedback discussion board</li> <li>• Research Design, Measurement, and Data Collection <b>feedback discussion response</b></li> </ul>
9 – 10/18- 10/24	Seeking Proposal Approval	Reading <ul style="list-style-type: none"> <li>• Step 11: Seek Proposal Approval</li> </ul> Lectures <ul style="list-style-type: none"> <li>• Week 9 videos</li> </ul> Assignment <ul style="list-style-type: none"> <li>• Analysis Plan <b>feedback</b> discussion response</li> <li>• Conduct pilot test and analyze results</li> </ul>
10 – 10/25- 10/31	Creating Visual Aids	Reading <ul style="list-style-type: none"> <li>• Step 15: Create Visual Aids</li> </ul> Lectures <ul style="list-style-type: none"> <li>• Week 10 videos</li> </ul> Assignment <ul style="list-style-type: none"> <li>• Work on your proposal draft</li> <li>• Conduct pilot test and analyze results</li> </ul>
11 – 11/1-11/7	Delivering a Presentation	Reading <ul style="list-style-type: none"> <li>• Step 17: Deliver a Presentation</li> </ul> Lectures <ul style="list-style-type: none"> <li>• Week 11 videos</li> </ul> Assignment <ul style="list-style-type: none"> <li>• Work on your proposal draft</li> <li>• Conduct pilot test and analyze results</li> </ul>
12 – 11/8- 11/14	Preparing Your Proposal Draft	Assignment <ul style="list-style-type: none"> <li>• Work on your proposal draft</li> <li>• Conduct pilot test and analyze results</li> </ul>
13 – 11/15- 11/21	Preparing Your Proposal Draft	Assignment <ul style="list-style-type: none"> <li>• Research Proposal Draft</li> </ul>
11/22- 11/28	Thanksgiving Break	Have fun, eat a lot, be nice to your family ;-)
14 – 11/29- 12/5	Preparing Your Final Proposal and Presentation	Assignment <ul style="list-style-type: none"> <li>• Work on your proposal and presentation</li> </ul>
15 – 12/6- 12/12	Wrapping up and proposal submission	NO LATE SUBMISSIONS ACCEPTED FOR ANY REASON Assignments <ul style="list-style-type: none"> <li>• Research Proposal Video Presentation</li> <li>• Final Research Proposal</li> </ul>

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://oai.gmu.edu/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.
- Religious Holidays - A list of religious holidays is available on the University Life Calendar page (<http://ulife.gmu.edu/calendar/religious-holiday-calendar/>). Any student whose religious observance conflicts with a scheduled course activity must contact the Instructor at least 2 weeks in advance of the conflict date in order to make alternative arrangements.

### *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 <http://coursessupport.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/>.
- 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/>.**

<b>Item</b>	<b>0 Points</b> Student made no changes to original section based on feedback and suggestions from draft review	<b>1-2 Points</b> Student made some changes to original section based on feedback and suggestions from draft review, but further changes were required.	<b>3-4 Points</b> Student made extensive changes to original section based on feedback and suggestions from draft review.	<b>5 Points</b> Student made all changes to original section based on feedback and suggestions from draft review and/or no changes were required.
Preliminary Pages				
Introduction				
Integrated Review of the Literature				
Synthesis of Literature				
Rationale for the Study				
Problem Statement				
Research Questions				
Variables and Definitions				
Hypotheses				
Populations and Sample Size				
Sampling Procedure and Bias				
Instrumentation Reliability/Validity				
Procedures for Data Collection/Triangulation				
Data Analysis/Pilot Study Results				

Conclusion/Discussion				
References (at least 10)				
Survey				
Cover Letter				
Overall Flow				
Language Control				