

PREREQUISITES

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

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 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 a sound and feasible research proposal.

PROFESSIONAL ASSOCIATION 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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Commission on the Accreditation of Athletic Training Education competencies met

PD 13	Describe and differentiate the types of quantitative and qualitative research and describe components and process of scientific research (including statistical decision-making) as it relates to athletic training research.
PD 14	Interpret the current research in athletic training and other related medical and health areas and apply the results to the daily practice of athletic training.
PD 4	Develop a research project (to include but not limited to case study, clinical research project, literature review) for an athletic training-related topic.

COURSE OVERVIEW

Writing-Intensive Designation

As this course has been designated “Writing-Intensive” (WI) – fulfilling in part the WI requirement for all HFRR majors – you are required to complete at least 3,500 words of graded writing assignments. A series of writing exercises will be completed throughout the semester, thoroughly critiqued, and graded. Together, these will form the basis for your final research proposal. It is to your benefit to study and incorporate the comments given, as each assignment builds upon the next.

Comment [GG1]: Writing Intensive course statement and 3,500 word student writing requirement.

Attendance and Participation

Attendance is **required** for this class. Arriving to class late or leaving early will be counted as an absence. Students are expected to show up prepared to class and participate during class activities. Students who know they will need to miss a class for a legitimate reason should contact the instructor before the class. Students who unexpectedly miss a class for an excused reason should contact the instructor within 24 hours of missing the class. Make-up tests, quizzes, assignments, or other grades will be granted for excused absences only. Excused absences include: serious illness, official university excused absences and extenuating circumstances. It is the student's responsibility to contact the instructor in order to obtain the make-up work.

Academic Load

In addition to attending the lectures there will be regular assignments that may require anywhere from 5-15 hours of work per week. Additionally, regular readings will be assigned to students. Students are expected to complete all outside work on time. Extensions will not be granted on assignments unless an extenuating circumstance arises. The purpose of the assignments is to aid students in learning the material.

Honor Code

Students are held to the standards of the George Mason University Honor Code (see <http://honorcode.gmu.edu> for details). Violations, including cheating and plagiarism, will be reported to the Honor Committee. Student assignments may be put through plagiarism detecting software.

Assignments

All assignments must be typed unless specifically told not to. A loss of points will occur for improper grammar and spelling. It is recommended students save all assignments on their personal computers and/or a back-up device.

Nature of Class Delivery

The course is a face to face with a mix of a lecture and discussion course. However, other approaches may be used to facilitate learning. These include: videos, demonstrations and in-class activities. Overall this will be a highly interactive class and students will be encouraged to participate.

Technology Use During Class

As per GMU policy, all sound emitting technology is required to be turned off during the class meeting time. No sound emitting technology (e.g., cell phones, smart phones, iPads, Tablets, pagers, etc.) is allowed at any time during the class period. Students who are observed using any form of technology inappropriately (e.g., sending text messages from cell phones, visiting social networking sites from laptops, etc.) will be dismissed from class for the day, counted as an absence, and not permitted to make up missed assignments.

Correspondence

The preferred method of communication outside of class is email. Emails should originate from a George Mason email account and be in a professional format (i.e., emails should not look like a text message!). If email does not originate from a George Mason University account, the instructor will not reply to the email. Emails should be written in proper format. If the suggested proper format is not followed, the instructor reserves the right to not reply to the email. The suggested format is as follows:

Dear Dr. XXXX (*Beginning salutation*)

I have a question regarding one of the assignments. (*Text body*)

Regards, (*Ending Salutation*)

"John Doe" (*Your name*)

ACADEMIC INTEGRITY:

GMU is an Honor Code University; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated

gravely. What does academic integrity mean in this course? First, it means that when you are responsible for a task, you will be the one to perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives and traditions. When in doubt, please ask for guidance and clarification.

GENERAL EDUCATION 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 Recreation, Health, and Tourism (RHT);
- Make reasoned, well-organized arguments with introductions, thesis statements, supporting evidence, and conclusions appropriate to RHT;
- Use credible evidence to include, as applicable, data from credible primary and/or secondary sources, integrated and documented accurately according to AMA style;
- 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 RHT; 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>

REQUIRED READINGS

Matthews T., D. & Kostelis K., T. (2011) Designing and Conducting Research in Health and Human Performance. Jossey-Bass.

Additional readings/articles assigned. These will be posted on Blackboard.

SUPPLEMENTARY MATERIAL

Supplementary materials will be used in class and posted on Blackboard/MyMason Portal. Please print these materials and bring them to class so that you have access to them when needed.

EVALUATION

Research Proposal – The creation of a research proposal is a requirement of this course. The research proposal includes a series of tasks that will be thoroughly critiqued and graded. Together, these will form the basis for your research proposal. It is to your benefit to incorporate the comments given into your final research proposal. The guidelines and grading criteria for these tasks will be available on Blackboard.

This course will be graded on a point system, with a total of 715 possible points.

	Points
Assignments	
#1 Topic Selection	50
#2 Article Review & Presentation	50
#3 Introduction, Literature Review, Problem Statement, Hypotheses	200
#4 Sampling Plan/Methods	100
#5 Data Analysis Plan	75
#6 Presentation	100

Comment [GG2]: Grading criteria for all major writing assignments.

#7 Abstract	25
#8 Final Research Proposal	100
Attendance/Participation	40
TOTAL	715

Grading Scale

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

Assignment Summaries

Note – All assignments will be due prior to the start of class on the day they are due (unless otherwise stated). They must be submitted via Blackboard.

1. Topic Selection Assignment

The intent of this assignment is to encourage an early start on your research proposal including your topic selection and literature search.

2. Article Review and Presentation

The intent of this assignment is to increase your familiarity with quantitative evidence-based peer-reviewed journal articles. Select one of the articles you are planning to use for your research proposal. Read the article thoroughly. Succinctly summarize and critique the article. You will present (~5 minutes) a summary of the key points from your article. This will serve as an opportunity to improve your oral communication.

3. Introduction and Review of Literature

The intent of this assignment is to apply your curiosity, in addition to your conceptual and practical understanding of your topic to asking questions and defining research problems. Specifically, you are to write an introduction to your research proposal, a specific statement of the problem, an integrated review of the pertinent literature, identification of variables, and testable hypotheses.

4. Sampling Plan and Methods

The intent of this assignment is to describe the population and the target sample size appropriate for evaluating your hypotheses. The methods is to continue development of the research proposal, specifically identifying the research design to be used, measurement tools available and detailing the data collection procedures. This assignment also includes a discussion of how you would validate and confirm the reliability of your instrument, in addition to a discussion of the possible ethical problems and their solutions for your study.

5. Analysis Plan

The intent of this assignment is to develop data analysis plan on how you would proceed to analyze your data if you were to conduct your proposed study. Your plan must include the appropriate descriptive and inferential statistics.

6. Presentation

The intent of this assignment is for you to share your research proposal with your colleagues via a 10 minute PowerPoint presentation. This assignment will allow you to gain experience in oral presentation skills. As part of the experience, your colleagues & I may ask questions about your study.

7. Abstract

The intent of this assignment is for you to write a brief and concise summary of the larger research proposal project. This assignment will allow you to quickly describe for the reader the content and scope of the proposal as in commonly seen in peer-reviewed articles.

8. Final Research Proposal

The intent of this assignment is for you to apply your conceptual and practical understanding of your research topic to prepare a final and complete research proposal. Your proposal should illustrate your familiarity with problem

Comment [GG3]: Syllabus describes all major writing assignment, and students are required to write at least 2 assignments.

Comment [GG4]: Description of specific strategies and conventions necessary for student success for this assignment.

Comment [GG5]: Assignment prompts include rationales, strategies, and/or suggestions for writing in this field or genre.

formation and hypothesis development, review and critical analysis of the scholarly literature related to your study, justification of appropriate methodology, and consideration of the implications of your research. This assignment is a revision and extension of all content included in previous assignments.

Class Activities & Assignments

In-class activities will be assigned during the class meeting and due at the end of the course meeting. Out of class assignments are listed on the syllabus and will be submitted at the beginning of the corresponding class meeting time. **NO LATE assignments will be accepted!**

Final Grades:

Once your FINAL GRADE at the end of the semester is posted on mymasonportal, you will have 24 hours to inquire about it. After that period, your grade will be posted as final.

NAME

Your name MUST be on your papers/exams when you turn them in. Failure to put your name will result in a 0 for the assignment/exam.

Blackboard REQUIREMENTS

Every student registered for any ATEP course with a required performance-based assessment is required to submit this assessment, (see above assignments) to Blackboard (regardless of whether a course is an elective, a onetime 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.

GRADING

Every attempt will be made to grade and return assignments in a timely manner to provide students with constructive feedback. To provide students the opportunity to fully assess the feedback provided on graded assignments, the professor will be happy to answer any questions at the next class period following the return of the assignments or during the professor's office hours. The professor acknowledges the passion with regards to grades, but unprofessional and uncivil behavior either in person or through other modes of communication will not be tolerated.

Comment [GG6]: Instructor will provide feedback on writing.

TENTATIVE COURSE SCHEDULE

DATE				TOPIC	READINGS/ASSIGNMENT DUE
#1	T	Sept	1	Introduction to PRLS 450 & Research	Chapter 1 & 2
#2	R	Sept	3	Developing the Problem and using the literature; Developing Research Topics, Interpreting the research <i>In-Class Activity – Article review</i>	Chapter 3
#3	T	Sept	8	Examples of Current Research; <i>In-Class workday – Proposal Topic Assignment</i>	
#4	R	Sept	10	Ethical considerations in research; When to believe what you read	Chapter 8
#5	T	Sept	15	<i>Finding appropriate research- Guest Lecture</i>	
#6	R	Sept	17	Presenting the Problem; Overview of Research Methods - Matching questions and methods	#1 Proposal Topic Assignment Chapter 2
#7	T	Sept	22	Article Summary Presentations	#2 Article Review Assignment
#8	R	Sept	24	Writing the Review of Literature	Chapter 4
#9	T	Sept	29	<i>In-Class Workday- Review of Literature</i>	
#10	R	Oct	1	Developing the Research Proposal; Sampling; Introduction; Methods	Chapter 9
#11	T	Oct	6	Getting good data; reliability, validity, trustworthiness, credibility and other issues	Chapter 10
#12	R	Oct	8	Quantitative Research Design	Chapter 5

Comment [GG7]: Multiple class sessions address different writing strategies.

DATE				TOPIC	READINGS/ASSIGNMENT DUE
#13	T	Oct	15	Qualitative Research Design & Mixed Methods	#3 Introduction & Review of Lit Assignment Chapter 6 & 7
#14	R	Oct	20	Action Research Design	
#15	R	Oct	22	Methods; Qualitative Research <i>In-Class Activity: Methods</i>	
#16	T	Oct	27	<i>In-Class Workday – Proposal & Methods Assignment</i>	
#17	R	Oct	29	Descriptive Statistics & Inferential Statistics	#4 Proposal Sampling/Methods Assignment Chapters 11,12, & 13
#18	T	Nov	3	<i>In Class Activity: Proposal Data Analysis Plan</i>	
#19	R	Nov	5	Defending your research; Research conferences	Chapter 14 & 15
#20	T	Nov	10	Reviewing research <i>In Class Activity: Peer review</i>	#5 Proposal Data Analysis Plan Assignment
#21	R	Nov	12	<i>Workday – Final Proposal</i>	
#22	T	Nov	17	Giving a Professional Presentation	
#23	R	Nov	19	<i>Workday- Presentations & Final Proposal</i>	
#24	T	Nov	24	Pulling Together Your Final Proposal <i>In-Class Workday –Abstract Completion</i>	

Comment [GG8]: Writing resources available to students (workshops, samples, guides).

Comment [GG9]: Multiple class sessions address different writing strategies.

DATE				TOPIC	READINGS/ASSIGNMENT DUE
#25	R	Nov	26	No Class-Thanksgiving Break ☺	
#26	T	Dec	1	Student Presentations & Feedback Session	#6 All Presentations Due via Blackboard
#27	T	Dec	3	Student Presentations & Feedback Session	
#28	R	Dec	8	Student Presentations & Feedback Session	
#29	T	Dec	10	<i>In Class Workday– Final Proposals</i>	
#30		Dec	15		#7 Final Proposals Due December 15, 2015 at 10:30AM

Comment [GG10]: Required draft deadline.

Comment [GG11]: Required revision deadline and sufficient time for thoughtful faculty feedback and for student revision.

Note: The instructor reserves the right to make changes to the course syllabus and/or schedule at any time. Students will always be informed of any changes made

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- 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 George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- 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 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/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

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

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.

