

George Mason University
College of Education and Human Development
Kinesiology

KINE 450 (002) —Research Methods
3 Credits, Fall 2017
T, R 10:30 – 11:45 AM, Bull Run Hall 253 – SciTech Campus

Faculty

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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 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.

COURSE DELIVERY METHOD

The course is 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.

LEARNING OUTCOMES OR 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 STANDARDS

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

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 <i>that</i> 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.

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

1.3.14	Ability to obtain informed consent.
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REQUIRED TEXTS

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

SUPPLEMENTARY MATERIAL

Supplementary materials will be used in class and posted on Blackboard.

COURSE PERFORMANCE EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor. **All assignments should be turned in on Blackboard.**

● **Assignments and Examinations:**

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.

Assignment Summaries

- *Note – All assignments must be submitted no later than **midnight** on the day they are due to be considered on time. They should be submitted via Blackboard. There is NO late opportunity for assignments. They **MUST** be completed by midnight on their due date-after midnight they will close and be unavailable for access on 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. 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, the sampling design, and the target sample size appropriate for evaluating your hypotheses. In addition, you will identify 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, and we will offer a summary critique intended to help you improve your final written proposal.

7. 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 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.

- **Other Requirements**

- Attendance/Participation

- The success of the course depends upon your active participation in all class activities including completion of assigned readings, participation in class discussions and group work, and careful preparation of peer responses and other assignments. Missing class, arriving late, or halfhearted participation in class work is not participating fully and will negatively impact your participation/attendance grade. Late arrival to class is counted as a partial absence and will result in points being deducted from your attendance grade.

- **Grading**

		Points
Assignments – 70 %		
#1	Topic Selection	25
#2	Article Review & Presentation	50
#3	Introduction, Literature Review, Purpose Statement, Hypotheses	100
#4	Sample Plan (50)/Methods (50)	100
#5	Data Analysis Plan	75
#6	Presentation	150
#7	Final Research Proposal	200

Attendance/Participation –30% (at 10 points per class and 20 points for the first class meeting)	300
TOTAL – 100%	1000

GRADING SCALE

A = 94 – 100 %	B+ = 87 – 89 %	C+ = 77 – 79 %	D = 60 – 69 %
A- = 90 – 93 %	B = 84 – 86 %	C = 74 – 76 %	F = 0 – 59 %
	B- = 80 – 83 %	C- = 70 – 73 %	

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. 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. Assignments must be turned in blackboard by the due date or **no credit will be given.**

CLASS SCHEDULE

Date				Topic & potential in class assignments	Readings/Assignments Due
#1	T	Aug	29	Introduction to KINE 450 Research	Ch. 1
#2	R	Aug	31	Concepts in Research Design	Ch. 2
#3	T	Sep	5	Information retrieval and problem development; Developing research topics	Ch. 3
#4	R	Sep	7	Ethical considerations in research	Ch. 8
#5	T	Sep	12	Current research examples and review	
#6	R	Sep	14	Problem presentation and overview; Matching questions with methods	# 1 Proposal Topic Assignment
#7	T	Sep	19	Article summary presentations; Literature review	
#8	R	Sep	21	Writing the introduction	Ch.4
#9	T	Sep	26	Proposal development and sampling	# 2 Article Review Assignment
#10	R	Sep	28	Review of literature	Ch. 9
#11	T	Oct	3	Reliability and validity	Ch. 10

#12	R	Oct	5	Collecting credible data	
	T	Oct	10	Columbus Day Recess	
#13	R	Oct	12	Quantitative research methods	Ch.5
#14	T	Oct	17	Qualitative research methods	# 3 Intro/Lit Review Assignment Ch. 6
#15	R	Oct	19	Mixed research methods	Ch.7
#16	T	Oct	24	Data analysis/statistics	Ch. 11
#17	R	Oct	26	Data analysis/statistics	Ch. 12
#18	T	Oct	31	Data analysis/statistics	Ch. 13
#19	R	Nov	2	Proposal data analysis planning	
#20	T	Nov	7	Results and discussion	# 4 Sampling/Methods Assignment Ch. 14
#21	R	Nov	9	Creating an abstract; Defending your research	Ch. 15
#22	T	Nov	14	Creating professional presentations	
#23	R	Nov	16	Peer review and critique	# 5 Analysis Assignment
#24	T	Nov	21	Research conferences and invited talks	
	R	Nov	23	Thanksgiving	
#25	T	Nov	28	Presentations	# 6 Presentation Assignment
#26	R	Nov	30	Presentations	
#27	T	Dec	5	Presentations and feedback	
#28	R	Dec	7	In Class Workday– Final Proposals	
#29	T	Dec	12	<i>Final Proposals</i>	# 7 Final Proposal Due

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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>.

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

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.

