George Mason University
College of Education and Human Development
Kinesiology

KINE 450 DL2 —Research Methods
3 Credits, Spring 2021
Online Asynchronous

Faculty

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Prerequisites/Corequisites
60 credits and one of the following: EDRS 220, ENGH 302, 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 HHP 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
This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 23, 2021.

Under no circumstances, may candidates/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.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday at 12:01am, and finish on Sunday at 11:59pm.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
  Students 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.

- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their 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. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner 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):

7.03	Students graduating from the program shall be able to demonstrate entry level knowledge about operations and strategic management in parks, recreation, tourism, and/or related professions

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.

American College of Sports Medicine

1.3.14	Ability to obtain informed consent.

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 posted on Blackboard.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard). In-text and full citations in APA format are required for all assignments in course.

Description of Evaluation

Activities – Many of the learning modules will have activities to be completed to complement and practices material being covered in lecture. These are activities that we would usually complete during class. If you would like to work with a classmate on these you are welcome to do so. These will be posted with instructions in each learning module folder.

Assignments: This is a writing intensive course and many of your assignments will be writing focused. These assignments are to build upon each other and help you develop your final research project. More details about each assignment will be given during class time and 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. Literature Review Practice

The intent of this assignment is to practice writing a section of your review of literature (ROL) prior to the complete document being due. You will take a section of your ROL from your outline and write up based on the guidelines and content provided during lecture.

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. Methods

The intent of this assignment is to describe the population, the research design, and measurement tools available, and detail the data collection procedures.

5. Data 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.

Point Distribution	Points
Assignments	
• **Topic Selection**	25
• **Literature Review Practice**	50
• **Intro, Lit Review, Purpose, Hypothesis**	100
• **Methods**	100
• **Data Analysis**	75
• **Presentation**	100
• **Final Research Project**	100
Activities	150
Total	700

Grading Scale

A+	4.0	=	97.0 & above
A	4.0	=	93.0 - 96.9%
A-	3.7	=	90.0 – 92.9%
B+	3.3	=	87.0 – 89.9%
B	3.0	=	83.0 – 86.9%
B-	2.7	=	80.0 – 82.9%
C+	2.3	=	77.0 – 79.9%
C	2.0	=	73.0 – 76.9%
C-	1.7	=	70.0 – 72.9%
D	1.0	=	60.0 – 69.9%
F	0.0	=	0.0 – 59.9%

Note: * Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

Professional Dispositions

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

Late Policy
• For every day an assignment is late 5% will be reduced from the grade received, up to 7 days, at which time the assignment will not be graded.
• Exams missed due to unexcused absences will not be allowed a make-up exam.
• Make-up exams and assignments will only be offered for those who possess a University sanctioned excuse or doctor's note.

Course Schedule

**This schedule is an outline of the course. Weekly Blackboard modules will host course content and videos, and assignment instructions and rubrics. Students should refer to the weekly Blackboard modules for information on what they need to know, what is due, and instructions on how to complete assignments.

Learning Module	General Topic	Assignments/Readings Outline
1 **Week of 1/25**	Syllabus/Introduction/Types of Research	Ch. 1 Start thinking about a research question that interests you!
2 **Week of 2/1**	Topic Selection/Problem Development. Information retrieval	Ch. 2-3
	Ethics	Ch. 8
3 **Week of 2/8**	Statement of the Problem Hypotheses Writing the Review of Literature	Ch. 4 **Due 2/14: Proposal Topic Assignment Due**
	Citing your Work Validity & Reliability **Activity: Validity & Reliability Worksheet & Citation Worksheet**	Ch. 10
4 **Week of 2/15**	Sampling	
	Work on Outline for ROL & Practice Section	
5 **Week of 2/22**	Methods Section	**Due 2/28: Outline & Practice Section for ROL**
	Activity: Methods section article questions	
6 **Week of 3/1**	Quantitative Research Methods **Activity: Quantitative Worksheet**	Ch. 5
7 **Week of 3/8**	Qualitative Research Methods Mixed Methods Research	Ch. 6-7 **Due 3/14: Review of Literature Assignment**
	Activity: Qualitative RM Worksheet & Mixed Methods RM Worksheet	
8 **Week of**	Statistics: Descriptive & Quantitative	Ch. 11-12

3/15		
	Activity: Quantitative Stat Worksheet	
9 **Week of 3/22**	Qualitative Statistics	Ch. 13
	Activity: Qualitative Stat Worksheet	**Due 3/28: Sampling Assignments**
10 **Week of 3/29**	Review of ROLs Data Analysis Planning	
	Work on Methods	**Due 11/2: Methods Section**
11 **Week of 4/5**	Results & Discussion	Ch. 14
12 **Week of 4/12**	Abstracts & Presentations	Ch. 15
	Work on Data Analysis Plan	**Due 4/18: Data Analysis Plan**
13 **Week of 4/19**	Student Meetings	
14 **Week of 4/26**	Presentations & Discussion	**Presentations Due 5/2** **Presentation Discussion Board Due 5//9**

There is no final exam. Final Research Proposal – Due: Sunday, May 9, 11:59 p.m.

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

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 mute themselves during online class meetings, unless they are speaking.

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/ .

COVID-19

Please see Covid Syllabus Addendum.