GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism  

PRLS 450 — Research Methods (3 Credits)  
Fall 2009

DAY/TIME: T R 10:30 - 11:45 a.m.  
LOCATION: Bull Run Hall #252

PROFESSOR: Dr. Lori B. Shelby  
EMAIL ADDRESS: lshelby@gmu.edu

OFFICE: Bull Run Hall #205  
OFFICE PHONE: 703-993-9891

FAX: 703-993-2025  
Use cell phone for timely response

OFFICE HOURS: T R 11:45a.m. - 12:45p.m  
or By Appointment

PREREQUISITES: STAT 250, HEAL 323, and 60 credits

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.

COURSE OBJECTIVES
At the completion of this 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.

COURSE OVERVIEW
1) 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.

2) Attendance and Participation – Class attendance and participation is mandatory and will constitute 10% of your grade. Attendance will be taken during each class session. Arriving to class late or leaving early will be counted as an absence. Two class absences (for whatever reason) will be allowed without an attendance penalty. Students must provide the dates of University approved absences within the first two weeks of class. If you miss a class, for any reason, it is your responsibility to obtain the information about announcements, assignments, lectures, and course content covered during the missed class.

3) Academic Load - Although many students must work to meet living expenses, employment and personal responsibilities are not a consideration for missed classes, late or incomplete assignments, the course content, or the course schedule (see http://catalog.gmu.edu).

4) 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.
5) **Written Assignments** – All assignments must be typed. Pay close attention to spelling and grammar, as these will count toward your grade on written assignments. APA (American Psychological Association, 6th Edition) format must be used for all written work in this class (e.g., in referencing, creation of tables, and formatting headers for paper sections). Some degree programs frequently use the American Medical Association Manual of Style (10th edition). The AMA manual may be used as a replacement for the APA manual in this course. Assignments must be turned in by the beginning of class on the specified date due. **In this course, all assignments must be turned in both electronically on Blackboard CE6, and on paper prior to class. Papers received AFTER 10:30 a.m. will be considered late and receive a 20% deduction in points per 24 hour period.** Only students with extreme emergencies, a documented medical excuse or university-sponsored functions discussed with the professor prior to the due date will be given consideration for exception. Please see the professor for further clarification on individual cases. It is recommended that students keep copies of all submitted work.

6) **Office of Disability Services (ODS)** – If you are a student with a disability, and you need academic accommodations, contact the ODS (703-993-2474; http://www.gmu.edu/student/drc/) to obtain the Faculty Contact Form. The Faculty Contact Form should be provided to the professor within the first week of the semester. All academic accommodations must be arranged through ODS.

7) **National Park and Recreation Association (NPRA) Accreditation Standards** – Upon completion of this course students will meet the following professional accreditation standards for the NRPA Council on Accreditation:

- 8.14:07 Evaluation of programs/events
- 8.17 Ability to apply basic principles of research and data analysis
- 8.23 Ability to utilize the tools of professional communication
- 8.24 Ability to apply current technology to professional practice
- 9A.05 Understanding of and ability to apply techniques of program evaluation and policy analysis which measure service effectiveness and the extent to which programmatic and organizational goals and objectives have been achieved

**REQUIRED READINGS**


Other required readings will be announced in class and provided for certain topics. Optional readings will also be available for certain topic areas for those who want to learn more about a specific topic described in class.

All of the readings, my lecture notes (PowerPoint slides), assignment descriptions, examples, and databases that will be used in this course will be available on Blackboard CE6.

**RECOMMENDED READINGS**

EVALUATION

1) **In-Class Exercises** – Throughout the semester, you will be required to participate in in-class exercises that provide experience in the application of research techniques learned in this course. Some of these exercises will not count toward your final grade but are intended to supplement in-class lectures, and assist with your understanding of course content. Many of the in-class exercises focus on directly assisting students with their assignments.

2) **Quizzes** – Short quizzes will be given each Tuesday on the previous week’s material. All quizzes will be closed book. Each quiz is worth 15 points; your highest 8 scores will count toward your final grade. Questions for these quizzes will be taken directly from the review questions at the end of my lecture notes. The first quiz will also cover the syllabus. No makeup quizzes will be given.

3) **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 are available on pages 6-14 and Blackboard CE6.

<table>
<thead>
<tr>
<th>Research Proposal Tasks</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Topic Selection</td>
<td>30</td>
</tr>
<tr>
<td>2. Article Review</td>
<td>50</td>
</tr>
<tr>
<td>3. Introduction - Part I</td>
<td>60</td>
</tr>
<tr>
<td>4. Introduction - Part II</td>
<td>20</td>
</tr>
<tr>
<td>5. Sampling Plan</td>
<td>40</td>
</tr>
<tr>
<td>6. Methods</td>
<td>80</td>
</tr>
<tr>
<td>7. Results</td>
<td>60</td>
</tr>
<tr>
<td>8. Presentation</td>
<td>90</td>
</tr>
</tbody>
</table>

**Course Grading**

<table>
<thead>
<tr>
<th>Grading Summary</th>
<th>% of Grade</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10</td>
<td>85</td>
</tr>
<tr>
<td>Quizzes (8 highest scores @ 15 points each)</td>
<td>15</td>
<td>120</td>
</tr>
<tr>
<td>Research proposal</td>
<td>75</td>
<td>620</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>825</strong></td>
</tr>
</tbody>
</table>

Grades will be based on the total points accumulated:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>808-825</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
<td>775-807</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>743-774</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>726-742</td>
</tr>
<tr>
<td>B</td>
<td>84-87</td>
<td>693-725</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>660-692</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>643-659</td>
</tr>
<tr>
<td>C</td>
<td>74-77</td>
<td>610-642</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
<td>577-609</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>495-576</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>Less than 494</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment Due Date</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sept. 1</td>
<td>Introduction to PRLS450</td>
<td>Text pp. 1 - 16&lt;br&gt;Optional Readings on Blackboard CE6</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Examples of Recreation, Health, and Tourism Research</td>
<td></td>
</tr>
<tr>
<td>Sept. 8</td>
<td>Developing Research Topics &amp; Literature Reviews</td>
<td>Text pp. 17 - 46; 47-68&lt;br&gt;Optional Readings on Blackboard CE6</td>
</tr>
<tr>
<td>Sept. 10</td>
<td>Developing Research Topics &amp; Literature Reviews&lt;br&gt; &lt;em&gt;In Class Work Time (Proposal Topic Assignment)&lt;/em&gt;</td>
<td></td>
</tr>
<tr>
<td>Sept. 15</td>
<td>Identifying Theoretical Underpinnings&lt;br&gt;Overview of Quantitative Research Designs</td>
<td>Proposal Topic Assignment&lt;br&gt;Text pp. 69 - 86; 139 - 156&lt;br&gt;Optional Readings on Blackboard CE6</td>
</tr>
<tr>
<td>Sept. 17</td>
<td>Overview of Qualitative &amp; Mixed Methods Research Designs</td>
<td></td>
</tr>
<tr>
<td>Sept. 22</td>
<td>Research Ethics; Understanding Publication Guidelines</td>
<td>Text pp. 227 - 242; 243 - 250&lt;br&gt;Required Readings on Blackboard CE6</td>
</tr>
<tr>
<td>Sept. 24</td>
<td>Scientific Writing; Preparing Your Research Proposal; Introduction Part I</td>
<td>Text pp. 113 - 122; 251 - 266&lt;br&gt;Required Readings on Blackboard CE6</td>
</tr>
<tr>
<td>Oct. 6</td>
<td>Selecting a Sample</td>
<td></td>
</tr>
<tr>
<td>Oct. 8</td>
<td>&lt;em&gt;In Class Group Exercise (Sampling Plan Assignment)&lt;/em&gt;</td>
<td></td>
</tr>
<tr>
<td>Oct. 13</td>
<td>Columbus Day Recess - No Class</td>
<td></td>
</tr>
<tr>
<td>Oct. 15</td>
<td>Conceptualization and Measurement;&lt;br&gt;Levels of Measurement;&lt;br&gt;More on Reliability &amp; Validity</td>
<td>Sampling Plan Assignment&lt;br&gt;Text pp. 169 - 190</td>
</tr>
<tr>
<td>Oct. 20</td>
<td>Data Collection Tools; Conducting a Pilot Test; Preparing for Data Collection</td>
<td>Text pp. 191 - 226; 267 - 278; 279 - 288&lt;br&gt;Required Readings on Blackboard CE6</td>
</tr>
<tr>
<td>Oct. 22</td>
<td>More on Surveys</td>
<td></td>
</tr>
<tr>
<td>Oct. 27</td>
<td>Preparing Your Methods Section;&lt;br&gt; &lt;em&gt;In Class Work Time (Methods Assignment.)&lt;/em&gt;</td>
<td></td>
</tr>
<tr>
<td>Oct. 29</td>
<td>Introduction to SPSS</td>
<td>Required Readings on Blackboard CE6</td>
</tr>
</tbody>
</table>

Course Schedule continued on next page.
# PRLS 450 FALL 2009 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 3</td>
<td>Data Manipulation in SPSS</td>
<td>Proposal Methods Assignment Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required Readings on Blackboard CE6</td>
</tr>
<tr>
<td>Nov. 5</td>
<td>Descriptive Statistics</td>
<td>Text pp. 289 - 311; 339 - 351</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required Readings on Blackboard CE6</td>
</tr>
<tr>
<td>Nov. 10</td>
<td>Constructing SPSS Data Files</td>
<td>Bring a Blank Survey to Class</td>
</tr>
<tr>
<td></td>
<td><em>In-Class Work Time (Constructing Your SPSS Data File)</em></td>
<td>Required Readings on Blackboard CE6</td>
</tr>
<tr>
<td>Nov. 12</td>
<td>Preparing Your Results Assignment</td>
<td>Bring Completed Surveys to Class</td>
</tr>
<tr>
<td></td>
<td><em>In-Class Work Time (Entering and Analyzing Your Data)</em></td>
<td>Text pp. 340 - 351</td>
</tr>
<tr>
<td>Nov. 17</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>Nov. 19</td>
<td>*In-Class Work Time (Entering and Analyzing Your Data), Continued</td>
<td>Bring Completed Surveys to Class</td>
</tr>
<tr>
<td>Nov. 24</td>
<td>Giving a Professional Presentation</td>
<td>Proposal Results Assignment</td>
</tr>
<tr>
<td></td>
<td>Pulling together Your Final Proposal</td>
<td>Text pp. 353 - 370; 371 - 383; 385 - 389</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional Readings on Blackboard CE6</td>
</tr>
<tr>
<td>Nov. 26</td>
<td>Thanksgiving Recess - No Class</td>
<td></td>
</tr>
<tr>
<td>Dec. 1</td>
<td>Where do we go from here? - Inferential Statistics</td>
<td>Optional Readings on Blackboard CE6</td>
</tr>
<tr>
<td>Dec. 3</td>
<td>Student Presentations &amp; Feedback Session</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>Dec. 8</td>
<td>Student Presentations &amp; Feedback Session</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>Dec. 10</td>
<td>Student Presentations &amp; Feedback Session</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>Dec. 17</td>
<td>FINAL EXAM DATE - NO CLASS</td>
<td>Final Proposals Due</td>
</tr>
</tbody>
</table>

*Note: Faculty reserves the right to alter the schedule as necessary.*

1 Assignment descriptions, examples, and grading criteria for this course are posted on Blackboard Campus Edition 6 (CE6). Required Blackboard CE6 reading dates are listed in the schedule. Many lectures have optional readings available on Blackboard CE6 that are not listed on the schedule.
All students are held to the standards of the George Mason University Honor Code [See http://www.gmu.edu/catalog/apolicies/#Anchor12]

University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor

Students with disabilities who seek accommodations in a course must be registered with the Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester [See www.gmu.edu/student/drc]

For additional School of Recreation, Health, and Tourism information, please visit the website at http://rht.gmu.edu
The intent of this assignment is to encourage an early start on your research proposal including your topic selection and literature search.

1. Write two-three sentences summarizing your research topic for your Research Proposal Project. (10 points)
2. List ten journal articles relevant to your chosen topic in APA style. Make sure to include the key articles relevant to your chosen topic (e.g., those that are frequently cited) (10 points for having 10 references, 10 points APA style)

Assignments must be clearly typewritten using Microsoft Word, submitted on Blackboard CE6, submitted on paper, and follow APA (American Psychological Association, 6th edition) or AMA (American Medical Association, 10th edition) format. It is recommended that you keep an additional copy for yourself. This assignment should demonstrate independent thought and attention to detail (e.g., grammar and spelling).
ARTICLE REVIEW ASSIGNMENT (50 Points)

The intent of this assignment is to increase your familiarity with the format of research articles and the various approaches to research and to encourage furthering work on your research proposal.

1. Choose a journal article from your proposal topic assignment.
   (You must turn in this article with your assignment).
2. Indicate the complete citation using APA style (5 points).
3. Read the article thoroughly and briefly respond to each of the following (3 points each):
   a. Does the article follow the standard format of journal articles with clearly labeled sections including abstract, introduction, methods, results, discussion/conclusion, literature cited/references? If not, how is the format of the article different?
   b. What is the point or purpose of the study?
   c. What theory, if any, is examined?
   d. Are hypotheses (research questions) explicitly stated? If so, what are they?
   e. What are the independent and dependent variables analyzed in the study?
   f. How were the variables measured?
   g. Who were the study participants?
   h. What procedures were used to gather data?
   i. What was the method of data analysis?
   j. Were the results presented in tables/figures discussed in the text?
   k. What were the major conclusions and implications of the study?
   l. Did the authors state any limitations to their research? If so, what were they?
   m. Are the references/citations current (within the last 10 years) or more dated?
   n. For whom are the results of this research applicable?
   o. Does the title of the paper accurately reflect the research conducted?

Assignments must be clearly typewritten using Microsoft Word, submitted on Blackboard CE6, submitted on paper, and follow APA (American Psychological Association, 6th edition) or AMA (American Medical Association, 10th edition) format. It is recommended that you keep an additional copy for yourself. This assignment should demonstrate independent thought and attention to detail (e.g., grammar and spelling).
RESEARCH PROPOSAL INTRODUCTION ASSIGNMENT - PART I (60 Points)

The intent of this assignment is to apply your conceptual and practical understanding of health, fitness, and recreation resources management to defining research problems and asking questions. This assignment will constitute the Part I of the Introduction to your Final Research Proposal.

Your Research Proposal Introduction Part I must be in APA style and include:

1. A title page with running headers throughout the document. (5 points)
2. An introductory paragraph on the specific topic to be investigated in your study. Should include a problem statement and a narrative hook. (5 points)
3. A purpose statement including purpose, broad research statement, and specific objectives. (5 points)
4. An integrated review of pertinent literature. The literature section should be at a minimum four pages long. Appropriate length varies widely depending on topic. (30 points)
5. A reference list (at least 10 references, at least 5 must be current, empirical research articles, dated 1998 to present). All references must be included in the literature review (15 points).

See lecture notes for more details and examples.

Assignments must be clearly typewritten using Microsoft Word, submitted on Blackboard CE6, submitted on paper, and follow APA (American Psychological Association, 6th edition) or AMA (American Medical Association, 10th edition) format. It is recommended that you keep an additional copy for yourself. Since this is a writing-intensive course, you will be given feedback on this assignment that should be used to improve your writing skills, enhance your quality of work on future assignments, and allow you to make corrections to this assignment. This assignment should demonstrate independent thought and attention to detail (e.g., grammar and spelling). Remember that your librarians, and writing center specialists are available to help you with your writing and research needs.
RESEARCH PROPOSAL INTRODUCTION ASSIGNMENT - PART II (20 Points)

The intent of this assignment is to apply your conceptual and practical understanding of health, fitness, and recreation resources management to defining research problems and asking questions. This assignment will constitute Part II of the Introduction to your Final Research Proposal.

Your Research Proposal Introduction Part II must be in APA style and include:

1. Identification of pertinent (independent/dependent) variables and definitions. (10 points)
2. Statement of Hypothesis(es). (10 points)

Assignments must be clearly typewritten using Microsoft Word, submitted on Blackboard CE6, submitted on paper, and follow APA (American Psychological Association, 6th edition) or AMA (American Medical Association, 10th edition) format. It is recommended that you keep an additional copy for yourself. Since this is a writing-intensive course, you will be given feedback on this assignment that should be used to improve your writing skills, enhance your quality of work on future assignments, and allow you to make corrections to this assignment. This assignment should demonstrate independent thought and attention to detail (e.g., grammar and spelling). Remember that your librarians, and writing center specialists are available to help you with your writing and research needs.
The intent of this assignment is to encourage an early start on your methods assignment by completing your sampling design.

1. Describe population of interest. (10 points)
2. Describe how you will obtain your sampling frame. (5 points)
3. Describe your sampling method. (10 points)
4. Calculate sample size for proposed study. (10 points)
5. Provide sample size for pre-test/pilot test (note that at least 20 is required for this class). (5 points)

Assignments must be clearly typewritten using Microsoft Word, submitted on Blackboard CE6, submitted on paper, and follow APA (American Psychological Association, 6th edition) or AMA (American Medical Association, 10th edition) format. It is recommended that you keep an additional copy for yourself. This assignment should demonstrate independent thought and attention to detail (e.g., grammar and spelling). Remember that your librarians, and writing center specialists are available to help you with your writing and research needs.
RESEARCH PROPOSAL METHODS ASSIGNMENT (80 Points)

The intent of this assignment is to develop the research methods section of your research proposal.

Your Research Proposal Methods must be in APA style and include:

1. A description of the research participants (including sampling design). (5 points)
2. A statement detailing your projects human subjects exemption. If your project is not exempt see professor. (5 points)
3. Describe the study design (e.g., experimental, correlational). (5 points)
4. A description of the measurement instrument (e.g., survey) to be used in the study and how it will measure the variables stated in your hypothesis(es). (5 points)
5. Provide information about the validity and reliability of your measurement instrument (if already established), or discuss how you will account for validity and reliability. (5 points)
6. Describe the process of how the measurement instrument is going to be administered (e.g., survey mode and attaining high response rates). (5 points)
7. Describe the data collection procedure to be followed. List the procedures in the order which they will occur. This section should include details about your pre-test/pilot test methodology. (5 points)
8. Create a survey which measures your chosen variables and is appropriate for your chosen survey administration method. The survey must follow the 25 guidelines for good survey questions and 8 recommendations for good survey construction as detailed in your lecture notes. Students conducting an experiment must create the documents they will use to record the experimental results (45 points).

Assignments must be clearly typewritten using Microsoft Word, submitted on Blackboard CE6, submitted on paper, and follow APA (American Psychological Association, 6th edition) or AMA (American Medical Association, 10th edition) format. It is recommended that you keep an additional copy for yourself. Since this is a writing-intensive course, you will be given feedback on this assignment that should be used to improve your writing skills, enhance your quality of work on future assignments, and allow you to make corrections to this assignment. This assignment should demonstrate independent thought and attention to detail (e.g., grammar and spelling). Remember that your librarians, and writing center specialists are available to help you with your writing and research needs.
RESEARCH PROPOSAL PRE-TEST/PILOT TEST RESULTS ASSIGNMENT (60 Points + 20 Bonus Points)

The intent of this assignment is to enter your pre-test/pilot test results into a database, analyze your results, and write the pre-test/pilot test results section of your research proposal. This assignment also provides an opportunity for you to obtain 20 bonus points.

Your Research Proposal Pre-test/Pilot Test Results Assignment will be graded based on the following criteria:
1. Distribute your survey to at least 20 people similar to those you hope to study (or conduct a pilot test of your experiment with 20 people). Remember that pre-testing/pilot testing is not only about obtaining numbers, but also exploring if changes need to be made to the survey or the experimental design.
2. Surveys or experimental data entered into an SPSS dataset with clear variable names, variable labels, and value labels. (10 points)
3. Analyze data using appropriate descriptive statistics. (10 points)
4. Summarize your findings in at least one table or figure. All tables and figures should be prepared according to APA (American Psychological Association, 6th edition) format. (15 points)
5. Write a description of your table(s) and/or figure(s). (20 points)
   a. All of your measured variables need to be reported, although not all of them need to be in table(s) or figure(s).
   b. At a minimum percents, frequencies, means, and standard deviations should be reported in the results section. Remember level of measurement requirements for means and standard deviations.
6. Write a paragraph describing the changes that need to be made based on the pre-test/pilot test results. (5 points)
7. Write a brief paragraph that provides the following information: (a) your independent and dependent variables, (b) a description of the variable operationalization and the corresponding level of measurement, (c) your hypothesis(es), and (d) the correct inferential statistic test(s) you would use to test your hypothesis. (20 bonus points)

Four digital files must be turned into Blackboard CE6 for this assignment. Only the MS Word file is required to be turned in on paper.
1. SPSS data file
2. SPSS syntax file
3. SPSS output file
4. MS Word file of written results

Assignments must be clearly typewritten using Microsoft Word, submitted on Blackboard CE6, submitted on paper, and follow APA (American Psychological Association, 6th edition) or AMA (American Medical Association, 10th edition) format. It is recommended that you keep an additional copy for yourself. Since this is a writing-intensive course, you will be given feedback on this assignment that should be used to improve your writing skills, enhance your quality of work on future assignments, and allow you to make corrections to this assignment. This assignment should demonstrate independent thought and attention to detail (e.g., grammar and spelling). Remember that your librarians, and writing center specialists are available to help you with your writing and research needs.
RESEARCH PROPOSAL PRESENTATION ASSIGNMENT (90 points)

The intent of this assignment is to develop your presentation skills and communicate your proposed research to your colleagues and professors.

Your Research Proposal Presentation will be graded based on the following criteria:

1. Introduction
   a. Presentation of theory / previous research (5 points)
   b. Problem Statement / Hypotheses (5 points)

2. Methods
   a. Description of research participants (including sampling methodology) (5 points)
   b. Accounting for human subjects (5 points)
   c. Description of study design (e.g., experimental, correlational) (5 points)
   d. Description of measurement instrument administration (e.g., survey mode and obtaining high response rates) (5 points)
   e. Description of measurement instrument (e.g., survey) (5 points)
   f. Accounting for validity and reliability (5 points)
   g. Description of data collection procedure (including pre-test/pilot test methodology) (5 points)

3. Pre-test/Pilot Test Results
   a. Presentation of pre-test/pilot test descriptive statistics findings (5 points)
   b. Presentation of other pre-test/pilot test findings (survey improvement suggestions) (5 points)

4. Timelines, Budgets, and Expected Outcomes
   a. Timeline (5 points)
   b. Budget (5 points)
   c. Expected Outcomes (5 points)

5. Style
   a. Overall clarity of slides (10 points)
   b. Overall clarity of presentation (10 points)

Your Research Proposal Presentation must use Microsoft Powerpoint. Powerpoint presentations must be submitted on Blackboard CE6 at last 2 hours prior to class on the assigned presentation date. It is recommended that you keep an additional copy for yourself and bring it to class with you as a backup. This assignment should demonstrate independent thought and attention to detail (e.g., grammar and spelling). Remember that your librarians, and writing center specialists are available to help you with your writing and research needs.
The intent of this assignment is to consolidate and finalize your complete research proposal. The development of such a proposal illustrates familiarity with problem formation and hypothesis development, review and critical analysis of the scholarly literature, justification and application of appropriate methodology, and consideration of the implications of research findings. This assignment is, in essence, a revision and extension of all content included in your previous assignments.

Your final research proposal must contain the following components, which must contain consistent information throughout the proposal (e.g., the variables in the introduction must match the survey questions).

1. Title Page (10 points)
2. Introduction (25 points)
3. Methods (25 points)
4. Pre-test/Pilot Test Results (25 points)
5. Timeline (10 points)
6. Budget (10 points)
7. Expected Outcomes (10 points)
8. References (5 points)
9. Appendix (Attach survey as an appendix = 5 points)

Grading will also be based on the following:

1. Report Structure (i.e., report contains the components listed above in the correct order with headings and subheadings) (15 points)
2. APA style (e.g., in-text citations, reference list, tables) (20 points)
3. Language (i.e., writes in a tone and prose appropriate for a research proposal) (20 points)
4. Overall writing style (i.e., grammar, punctuation, sentence structure, paragraph structure) (20 points)

Assignments must be clearly typewritten using Microsoft Word, submitted on Blackboard CE6, and follow APA (American Psychological Association, 6th edition) or AMA (American Medical Association, 10th edition) format. It is recommended that you keep an additional copy for yourself. This assignment should demonstrate independent thought and attention to detail (e.g., grammar and spelling). Remember that your librarians, and writing center specialists are available to help you with your writing and research needs.