

**George Mason University**  
**College of Education and Human Development**  
**Kinesiology**

KINE 450.B01 – Research Methods  
3 Credits, Summer 2017  
Asynchronous Online

**Faculty**

Name: Dr. Brittanie Lockard  
Office Hours: By Appointment  
Office Location: Remote, Online  
Office Phone: Please email to set up phone  
conference Email Address: [blockard@gmu.edu](mailto:blockard@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 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**

This course will be delivered online 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.

**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 a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## Expectations

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday. For the summer, our weeks will be split into two segments: Mon-Wed and Thurs-Sun.
- 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 THREE 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 insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

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 standards:

*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.

*Commission on Accreditation of Allied Health Education Programs (CAAHEP)*

1.3.14	Ability to obtain informed consent.
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## Required Text

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

Additionally, supplementary “required reading” 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., Assignment, Discussion Board, Quiz, Tk20).

**All assignments must be submitted through Blackboard.**

**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.

## Assignments

(Brief summaries can be found on pages 6-7; Full details and rubrics can be found in Blackboard)

Classmate Introductions	50
APA Practice Assignment	50
Topic Proposal	50
Article Review	50
Compare/Contrast	50
Funnel	50
Bulleted Outline	50
Peer Review of Outline	25
Literature Review	150
Research Proposal Introduction	50
Sampling Plan	50
Methods	50
Analysis Plan	50
Presentation Assignment	100
Peer Review of Presentation	25
<u>Final Proposal</u>	<u>150</u>
<b>TOTAL COURSE POINTS</b>	<b>1000*</b>

\*EXTRA CREDIT OPPORTUNITIES: Chapter Reading Comprehensions +50 points maximum

## Grading

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.

## KINE 450 Summer 2017 Class Schedule

Week		Chapters	Topics	Assignments (due @ 11:59 pm)
#	Dates			
1	6/5-6/7	1-2	Introduction to Research Concepts in Research Designs	<b>Classmate Introductions due June 7</b>
	6/8-6/11	8	Ethics in Research and APA Formatting	<b>APA Practice Assignment due June 11</b>
2	6/12-6/14	3	Developing Your Research Topic Interpreting Research Reports	<b>Topic Proposal Assignment due June 14</b>
	6/15-6/18	4	Writing the Review of Literature Organizing Articles and Citations	<b>Article Review Assignment due June 18</b>
3	6/19-6/21	5	Quantitative Research Design	<b>Compare/Contrast Assignment due June 21</b>
	6/22-6/25	6	Qualitative Research Designs	<b>Funnel Topics Assignment due June 25</b>
4	6/26-6/28	7	Mixed-Methods and Action Research Designs	<b>Outline of Literature Review due June 28</b>
	6/29-7/2	9	Developing your Research Proposal	<b>Peer Review of Outlines due July 2</b>
5	7/3-7/4		<b>Independence Day Observance – University Closed</b>	
	7/5-7/9	10	Validity, Reliability, Objectivity	<b>Literature Review Assignment due July 9</b>
6	7/10-7/12	11	Introduction to Statistics and Hypothesis Testing	<b>Research Proposal Introduction due July 12</b>
	7/13-7/16	12-13	Quantitative Data Analysis Interpreting the Data	<b>Sampling Plan Assignment due July 16</b>
7	7/17-7/19	14	Results and Discussion: Writing What You Found	<b>Methods Assignment due July 19</b>
	7/20-7/23	15	Presenting Your Research	<b>Analysis Plan Assignment due July 23</b>
8	7/24-7/26	16	Student Presentations	<b>Presentation Assignment due July 26</b>
	7/27-7/29		<b>EXAM PERIOD</b>	<b>Peer Review of Presentations due July 27</b> --- <b>Final Proposal due July 29</b>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## **Assignment Summaries**

*Note – All assignments are due at midnight via Blackboard submission.*

### **Classmate Introductions**

The intent of this assignment is to get to know your classmates, who will be providing support via peer-reviewed feedback throughout the course, as well as talk through ideas for your topic proposal.

### **APA Practice Assignment**

The intent of this assignment is to practice correct use of APA format both with in-text citations and in the reference section, for numerous types of resources and various amounts of authors.

### **Topic Proposal Assignment**

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

### **Article Review Assignment**

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.

### **Compare/Contrast Assignment**

The purpose of this assignment is to prepare you for a lengthy article review where you will compare/contrast numerous articles together. In this instance, you will compare/contrast two articles to practice discussing how articles may show similarities and differences within their research findings and why.

### **Funnel Assignment**

The intent of this assignment is to build the basic framework of your literature review, piecing out the main topic and each of the subtopics that will need to be introduced and discussed.

### **Bulleted Outline Assignment**

The intent of this assignment is to build skeleton of your literature review, filling in the bulleted details with appropriate citations for each of the subtopics within the paper.

### **Literature Review Assignment**

A large focus of this course – an integrated review of the pertinent literature.

### **Research Proposal Introduction and**

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, identification of variables, and testable hypotheses.

### **Sampling Plan**

The intent of this assignment is to describe the population, the sampling design, and the target sample size appropriate for evaluating your hypotheses.

### **Methods**

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.

## **Analysis Plan**

The intent of this assignment is to develop a 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.

## **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. Using the discussion board, your colleagues & I will ask questions about your study, and we will offer a summary critique intended to help you improve your final written proposal.

## **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.

## **Peer Reviews**

The intent of these assignments is to practice your editorial skills for the material being covered as well as to assist your classmates with their projects.

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## **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](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/>.

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

