

**KINE 5374 – APPLIED RESEARCH METHODS IN KINESIOLOGY AND SPORT MANAGEMENT
FALL 2011**

KINE 5374 is a required course for the Master of Arts in Kinesiology.
College of Education
Department of Health & Kinesiology

Instructor: Ryan K. Zapalac, Ph.D.
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 Office Hours: 12:00 pm – 5:00 pm M; 12:00 pm – 2:00 pm T/Th (SHSU); 4:30 pm - 6:00 pm T/W @ TUC or by appointment
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Meeting Place / Time: The University Center, Room 307, W 6:00 pm – 8:50 pm

Text/Readings: Thomas, J. R., Nelson, J. K., & Silverman, S. J. (2011). *Research methods in physical activity* (6th ed.). Champaign, IL: Human Kinetics. ISBN: 0-7360-8939-X
(Required)

American Psychological Association. *Publication manual for the American Psychological Association* (6th ed.). (2009). Washington, D.C.: APA. ISBN: 1433805618 **(Required)**

Course Description: A study is made of research techniques, identification of problems, research designs, and data gathering procedures. An emphasis will be placed on obtaining and interpreting relevant research findings in the student's area of interest.

Standards Matrix:

Objectives/Learning Outcomes Upon completion of this course, the student will be able to:	Activities (* indicates field-based activity)	Performance Assessment	Standards: • <u>State Standards</u> • <u>Specialty Organization Standards</u> • <u>Conceptual Framework #</u>
Develop a sound philosophy of research to apply to the objectives of exercise science, health, physical education, and sport management.	Classroom discussion/lecture	Final Examination	<u>N/A</u>
	Course Projects	Protecting Human Subjects Research Assignment	<u>N/A</u> <u>CF1</u>
	APA Formatting Assignment		
	Critical Reading Assignment and Presentations		
	Review of Literature		
	Statistics Assignments		
	Survey Development		

		Assignment	
Acquaint with and properly select among many research methodologies.	Classroom discussion/lecture Students will become acquainted with a variety of research methods and statistical treatments to utilize in effective research.	Final Examination Protecting Human Subjects Research Assignment Statistics Assignments Review of Literature	<u>N/A</u> <u>N/A</u> <u>CF1</u>
Critically evaluate the research qualities in a published research paper in order to make appropriate, informed decisions.	Class handouts/readings Students will evaluate a research article and present the information in a professional presentation.	Final Examination Critical Reading Assignment and Presentations	<u>N/A</u> <u>N/A</u> <u>CF1</u>
Utilize the various research resources that are available for construction of effective studies.	Students will utilize a variety of resources to construct an effective review of literature and survey for implementation in a research study.	Review of Literature Survey Development Assignment	<u>N/A</u> <u>N/A</u> <u>CF1</u>
Develop appropriate surveys to assess human factors research questions.	Students will focus on constructing effective surveys that can be used for meaningful data analysis.	Survey Development Assignment	<u>N/A</u> <u>N/A</u> <u>CF1</u>
Understand, be able to compute, select, and utilize appropriate statistical methods to answer research questions.	Classroom discussion/lecture/lab activities Students will be exposed to a variety of statistical methods that can help answer pertinent research questions.	Final Examination Statistics Assignments	<u>N/A</u> <u>N/A</u> <u>CF1</u>

Web address for **state standards**: N/A

Web address for **specialty organization standards**: N/A

Web link for **Conceptual Framework**: <http://www.shsu.edu/~ncate/concept.html>

Course Format:

The content of this course is delivered in a traditional classroom setting, with Blackboard serving as an ancillary resource. In addition, course concepts are learned through computer applications, self-study, collaborative study, classroom discussions, and small group presentations. Evaluation consists of professor assessments of examinations, projects, and research products.

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

1. Learning how to find and use resources for answering questions or solving problems.
2. Learning to *apply* course material (to improve thinking, problem solving, and decisions).

Important:

1. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view.

Course Content (Tentative Course Schedule):

8/24/11	Course Overview/Resources/Chapter 1-Introduction to Research in Physical Activity
8/31/11	Chapter 2-Developing the Problem and Using the Literature
9/7/11	Chapter 3 – Presenting the Problem PROTECTING HUMAN RESEARCH PARTICIPANTS ASSIGNMENT DUE / APA FORMATTING ASSIGNMENT DUE
9/14/11	Chapter 4-Formulating the Method / Chapter 5-Ethical Issues in Research and Scholarship
9/21/11	NO CLASS – Dr. Zapalac @ AASP Conference / Work on Review of Literature and Critical Reading Assignments
9/28/11	Chapter 6-Becoming Acquainted with Statistical Concepts REVIEW OF LITERATURE OUTLINE DUE / CRITICAL READING ASSIGNMENT & PRESENTATIONS BEGIN / STATISTICS ASSIGNMENTS BEGIN
10/5/11	Chapter 7 - Statistical Issues in Research Planning and Evaluation
10/12/11	Chapter 8 - Relationships among Variables
10/19/11	Chapter 9 – Differences among Groups
10/26/11	Chapter 10 – Nonparametric Techniques
11/2/11	Chapter 11 - Measuring Research Variables
11/9/11	Chapter 12 – Historical Research in Physical Activity REVIEW OF LITERATURE ASSIGNMENT DUE
11/16/11	Chapter 15 – Surveys / Chapter 16 - Other Descriptive Research Methods
11/23/11	THANKSGIVING HOLIDAY (NO CLASS)
11/30/11	Chapter 18 – Experimental and Quasi-Experimental Research / Chapter 19 – Qualitative Research
12/7/11	Chapter 21 – Completing the Research Process / Chapter 22 – Ways of Reporting Research SURVEY DEVELOPMENT ASSIGNMENT DUE LAST DAY OF CLASS / CATCH UP DAY
	FINAL EXAM WILL TAKE PLACE DURING THE SCHEDULED FINAL EXAM PERIOD

Course Requirements:

- 1) **Professionalism/Participation.** It is expected that graduate students be active, enthusiastic, and collegial participants during the semester. In addition, it is expected that course work is completed in a timely and professional manner on the schedule posted. Points are lost if these expectations are not fulfilled.
- 2) **Assignments (fully described in the 'Evaluation' section below):**
 - A. **One examination will be given during the semester. The examination will come from readings in the text, notes, handouts, and material presented by invited speakers. Specific format will be discussed prior to the exam. (20%)**
 - B. **Protecting Human Research Participants Assignment (10%)**
<https://www.citiprogram.org/default.asp?language=english>
 - C. **APA Formatting Assignment (10%)**
 - D. **Critical Reading Assignments & Presentations (15%)**
 - E. **Review of Literature (15%)**
 - F. **Statistics Assignments (20%)**
 - G. **Survey Development Assignment (10%)**

Evaluation (* indicates field-based activity):**Final Exam:** 20% of grade

- Specific format will be discussed prior to the exam.

Protecting Human Research Participants Assignment: 10% of grade

- One of the key aspects of learning to do research is to know how to protect human subjects during the research process.
- This assignment will provide you with training designed to help you consider many issues associated with human subjects research.
- Go to the following website (<https://www.citiprogram.org/default.asp?language=english>) and register for an account.
- Complete the online course and **print the certificate** for final assignment submission. Be sure to block off some time as the course takes approximately 2-3 hours to complete.
- The course must be completed by **September 7, 2011.**

APA Formatting Assignment: 10% of grade

- Students will be distributed a comprehensive list of references.
- The goal of this assignment is to properly format references in APA Format.
- You **must** follow APA format when formatting these references. Consult the **Publication Manual of the American Psychological Association (6th ed.)** for proper formatting.
- Organize these sources into a 'References' page similar to what you would see at the end of an article or research manuscript.
- This assignment is due on **September 7, 2011.**

Critical Reading Assignment & Presentations: 15% of grade

- Students are to select one research article in their chosen discipline. The article must be from a **peer-reviewed, academic journal**.
- Students will summarize the article in a short paper that addresses each of the key sections of the article (typically: review of relevant literature, method, results, and discussion).
- The student will then present the article to the class via a formalized research presentation. In other words, you are going to assume the role of the author(s) of the article!
- The presentation will be 12 minutes in length (with strict time control enforced) with 3 minutes for questions from the audience. Your presentation should be built in Power Point. Handouts are also good!
- You should know your article inside and out. Make sure that you can answer any questions that the audience (and your friendly professor) may throw at you.
- Try to understand as many of the statistical treatments as possible.
- I will distribute a schedule of presentations to you on **September 7, 2011**. You should try to locate your article before that time.
- We will have two presentations per class beginning on **September 28, 2011**. **Your paper is due at the time of your presentation.**
- You should try to learn from each presentation that is given before yours. Take the points that are discussed and make yours better!

Review of Literature: 15% of grade

- A review of literature is a key component of any research process. It provides the knowledge base for why a researcher chooses to conduct a study.
- You will be tasked with constructing a review of literature for an area that you are interested in. You should be fairly specific when selecting the area as it is easy to get off track.
- An outline of the proposed direction for your Review of Literature is due on **September 28, 2011**. In the outline, you should identify the main topical areas that will be covered in your Review of Literature, initial references that you think will tie in with each area, and a summary of anticipated needs / gaps going forward.
- The review of literature should be based **only** on the research articles you select for your topic. There are no **opinions** that should be represented in the review of literature. You are simply giving us background on the research in that specific area.
- The review of literature must be accompanied by a **properly formatted (APA)** References list.
- You should have at least 12 **peer-reviewed, primary** references (i.e., journal articles, textbooks, state and federal laws and statutes, etc.) for the review of literature and it should be at least 10 pages in length.
- This assignment is due by **November 9, 2011**.
- You can use one of your articles utilized in the Review of Literature for your Critical Reading Assignment & Presentations.

Statistics Assignments: 20% of grade

- There will be a total of 4-5 statistics assignments that will be completed in class utilizing Statistical Programs for the Social Sciences (SPSS). SPSS will be offered in the computer lab that we will be in this semester.
- The goal with these assignments is to provide you with background in running and interpreting statistical results.
- Each assignment will tie in with a topic (or statistical treatment) that we are covering in lecture.
- These assignments will begin on **September 28, 2011**.
- Please **bring a USB drive and a highlighter** with you each time to class. You will need these to save your data and results and to make the data easier to read.

- **PLEASE MAKE SURE YOU ARE HERE FOR ALL OF THESE ASSIGNMENTS. WE WILL BE USING THE SAME DATASET THROUGHOUT AND EACH ASSIGNMENT BUILDS UPON ANOTHER.**

Survey Development Assignment: 10% of grade

- One of the more common methods utilized in human factors research is the survey instrument.
- The goal for this assignment is to provide the student with some experience in constructing a usable survey that can be employed for data analysis.
- If possible, you should tie the survey in with your Review of Literature. If your Review of Literature is focused on something besides human factors research, then we can work together to construct a survey that addresses another topic of interest.
- Make this something that you would be interested in investigating!
- Perhaps it could turn into a publication!
- Your survey is due on **December 7, 2011.**

Final Grade: (grades will not be curved)

100% to 89.5%	=	A
89.49% to 79.5%	=	B
79.49% to 69.5%	=	C
69.49% and below	=	F

Expectations:

Attendance Policy: Roll will be taken every day. You will be charged with an unexcused absence if you miss class for any undocumented reason. Information about your attendance will be shared with deans, advisors, coaches, etc. upon request. Students who miss class will receive a 0% on in-class coursework, quizzes, and other assignments with no chance of making up the work. It is your responsibility to obtain notes, readings, and information about upcoming assignments/quizzes/tests that you may have missed due to any absences. If you miss class because of illness or an injury, you are required to bring a signed doctor's note in order to not be penalized for your absence. Whether an absence is excused or unexcused is solely the judgment of the professor.

Events such as practice, hospital visits, banquets, doctor's appointments, visits to the athletic trainer, team meetings, meetings with your presentation group, media interviews, meetings with a coach, your birthday, your friend's birthday, meetings with other professors, meetings with academic advisors, meetings with your agent, and meals **are not** excused absences. If you have more than 2 unexcused absences, **you will automatically fail the course.**

Exams:

You'll have until 8:50 pm to finish your exam. If you show up at 8:45 pm, you have 5 minutes left for your exam. So, be sure to arrive at 6:00 pm in order to have the maximum amount of time for the exam. If you cannot make an exam, or if you have multiple exams on one day, you must tell me at least one class day prior to the exam date and provide documentation to explain why you could not take the exam that day. Not being prepared or not 'feeling' like it won't get it. If the absence is due to a viable medical reason, the student must provide medical documentation. You may not use any notes or other types of aids during the tests. In addition, no electronic devices of any kind (i.e., cellular phones, palm pilots, etc.) are allowed to be in the student's possession during an exam. They must be placed at the front of the room with your books and other materials and must be powered off.

Class Behavior:

Disruptive behavior will result in the student being asked to leave the classroom. A second violation and the student will be dropped. Having said that, I very much encourage class interaction and discussion as I certainly don't want to lecture non-stop

for the entire class. Don't sleep in my class. If you do, I reserve the right to call attention to it. Also turn off the cell phones!

Class Materials: You are responsible for reading the materials assigned in class. This can include readings from the book and handouts distributed in class. In addition, material covered by any invited guest speakers is fair game on an exam as well. *Make sure you keep up with the readings...it is easy to fall behind.*

Academic Honesty: The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines* published by the Office of Student Life to wit:

5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

"Cheating" includes the following and similar actions:

- (1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- (2) Using, during a test, materials not authorized by the person giving the test.
- (3) Collaborating, without authorization, with another student during an examination or in preparing academic work.
- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- (5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
- (6) Bribing another person to obtain an unadministered test or information about an unadministered test.
- (7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

If you are found in violation of the academic honesty policy for this course, you will be referred to the Health & Kinesiology Department Chair, the Dean of the College of Education, and the Dean of Student Services for disciplinary action which could include failure of the course and expulsion from the university. Bottom line – make sure all work is yours and don't cheat!

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Bibliography (for additional reading/reference):

- Babbie, E., Halley, F., & Zaino, J. (2007). *Adventures in social research: Data analysis using SPSS 14.0 and 15.0 for Windows* (6th ed.). Thousand Oaks, CA: Pine Forge Press.
- Girden, E. R. (2001). *Evaluating research articles from start to finish* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc..
- Green, S. B., & Salkind, N. J. (2008). *Using SPSS for Windows and Macintosh: Analyzing and understanding data* (5th ed.). Upper Saddle River, NJ : Prentice Hall. **(Highly Recommended)**
- Grimm, L. G., & Yarnold, P. R. (1994). *Reading and understanding multivariate statistics*. Washington, DC: American Psychological Association.

Grimm, L. G., & Yarnold, P. R. (2000). *Reading and understanding more multivariate statistics*. Washington, DC: American Psychological Association.

Nicol, A. A. M., & Pexman, P. M. (1999). *Presenting your findings: A practical guide for creating tables*. Washington, DC: American Psychological Association.

Nicol, A. A. M., & Pexman, P. M. (2003). *Displaying your findings: A practical guide for creating figures, posters, and presentations*. Washington, DC: American Psychological Association.

Tabachnick, B. G., & Fidell, L. S. (2001). *Using multivariate statistics* (4th ed.). Boston: Allyn and Bacon.