Center for the Study of Sport and Exercise

SADL 500 – Research Methods in Sport

Course Syllabus
Fall 2012

Instructor: Dr. Galen Trail **Office:** Lynn 112 **Email:** trailg@seattleu.edu	**Course Time:** Mondays 6-9pm **Location:** Pigott 207

Texts required:

1. Research Methods for Sport Studies (2nd ed.). Chris Gratton & Ian Jones. Routledge, 2010.
2. Publication Manual of the American Psychological Association (Sixth Edition), American Psychological Association, 2010
3. Discovering Statistics Using SPSS (3rd ed.). Andy Field, Sage Publications, 2009.

Scope of the Course: This course focuses on developing the understanding of how to use research to solve problems for entities or organizations. Specifically, students will learn how to identify a problem, analyze the situation, gather relevant information, interpret the information, and propose a solution. In addition, students will learn to write using APA style and format.

Course Objectives:
After successfully completing this course, students will be able to do the following:

Objective	Learning Outcome	Evaluative Tool
1. Decide between the Applied Inquiry Option and the Research Option in the Colloquium	Content Knowledge, Discovery and Inquiry, Critical Thinking,	Assignment
2. Identify the problem, delineate the problem, dissect the problem within a framework of social justice, and form research question.	Content Knowledge, Discovery and Inquiry, Critical Thinking, Communication, Diversity & Social Justice	Assignments
3. Conduct a comprehensive review of the literature and information relevant to the problem.	Discovery and Inquiry, Critical Thinking	Assignment
4. Develop appropriate design and methodology for investigating the problem	Content Knowledge, Discovery and Inquiry, Critical Thinking,	Assignment
5. Identify data needs and sources, collect data	Discovery and Inquiry, Critical Thinking	
6. Recognize different types of analyses		
a. Understand data analysis varies based on the situation	Content Knowledge, Discovery and Inquiry, Critical Thinking, Numeracy	Assignment
b. Recognize the need for reliability and validity of analysis	Numeracy, Content Knowledge	Assignment
c. Create, interpret and discuss descriptive results	Numeracy, Discovery and Inquiry, Critical Thinking, Communication	Assignment, Report

d. Create, interpret and discuss relational results	Numeracy, Discovery and Inquiry, Critical Thinking, Communication	Assignment, Report
e. Create, interpret and discuss group comparison results	Numeracy, Discovery and Inquiry, Critical Thinking, Communication	Assignment, Report
7. Create an outline for an applied inquiry paper	Discovery and Inquiry, Critical Thinking, Communication	Assignment
8. Create a prospectus for a research project	Discovery and Inquiry, Critical Thinking, Communication	Assignment
9. Write using APA style and format	Communication	Assignment

Course Requirements and Assignments: (see additional information for each assignment posted on ANGEL)

1. Quizzes (100 points) – All quizzes will be given in class at the beginning. If you are late or miss class, you will not have a chance to make it up. However, there will be enough points available that it is still possible to miss two classes and do well on this aspect.
2. Assignments (400 points) – we will work on some of the assignments in class, but some will need to be completed outside of class. If you miss class, it is your responsibility to submit the assignment by the due date. Check with your classmates and use ANGEL to figure out what you missed.
3. Final exam (100 points) – the final exam will be during final exam week and will be held in class. It is open note and open book, but not open friend.

Late assignments are accepted (except for quizzes); however there is a penalty of 20% the first day and then an additional 10% off each calendar day after that.

Course Expectations:

To do well in this class, you will probably need to spend **at least** 10 hours per week **outside** of class on the readings, preparing for the quizzes, and doing the assignments. Please plan accordingly.

<u>Grading Scheme:</u>

93.33%+ = A
90.00+% = A-
86.67+% = B+
83.33+% = B
80.00+% = B-
76.67+% = C+
73.33+% = C
70.00+% = C-
60.00+% = D
0.00+% = F

Course Calendar					
Unit #	Date	Topic	Readings	Due Before Class	Due During Class
1	9/24	What is Research? APA Manual Research Process and Traditions Colloquium options APA Manual	Ch. 1-3 in Gratton & Jones Bring APA Manual to class		Assignment #1 - Collect 5 research articles in class and create a reference list of the 5 in APA format (20 points).
2	10/1	Research Questions Reviewing the Literature & Theories	Chapter 4 – 6 in G&J Ch. 1 in Field	Assignment #2 - Reading research assignment (20 points).	Assignment #3 – Oral presentation of research article (10 points). Start working on Research Diagram similar to Figure 4.1 Also work on Applied Inquiry mini-outline
3	10/08	Research Designs & IRB Data Collection - Questionnaires	Ch. 7 – 8 in G&J	Assignment #4 - Research Diagram similar to Figure 4.1 (20 points) Assignment #5 - Applied Inquiry mini-outline. (20 points). Assignment #6 - Diagram of Conceptual Framework for Research Question in Power Point (20 points).	Assignment #7 - Research Design (10 points) Assignment #8 - Sampling Method & Sample size (10 points)
4	10/15	Data Collection	Chs. 9-10 in G&J Ch. 2 in Field	Assignment #9 - Questionnaire (20 points). Print out 10 copies of the questionnaire that you created last week before coming to class. Assignment #10 – Key to Questionnaire (10 points) Assignment #11 - Rough draft of first two aspects of prospectus. (10 points)	Assignment #13 – Focus group questions Assignment #15 - Data collection type (10 points). Collect data in class using your questionnaire from last week. Enter data from questionnaires into Excel. (Assignment #12) Start Assignment #14 in class.
5	10/22	SPSS	Ch. 12 up to 223 in G&J & Ch. 3 in Field	Fill out Storm survey, email to everyone on ANGEL Assignment #12 – Excel file (20 points). Assignment #14 – Excel Graphs & Charts (20 points) Assignment #16 – Reference section comprised of 10 peer reviewed research articles (40 points)	Assignment #17 – Excel to SPSS file (5 points) Start in class: Assignment #18 – Seattle Storm SPSS file (20 points)
6	10/29	Graphs in SPSS	Chs. 4 in Field, bring book to class	Assignment #18 – Seattle Storm SPSS file (40 points)	Start in class: Assignment #19 - Create SPSS graphs (100 points).

7	11/5	Psychometric properties of measurement instruments	Reread pages 87-99 in G&J, read, read pages 673-682 in Field	Assignment #19 - Create SPSS graphs (100 points).	Start in class: Assignment #20 - Evaluate reliability (internal consistency) on ISU data set. (40 points). Assignment #21 – Create new variables from the means of the scale items (10 points). Assignment #22 – Statistical Techniques (40 points).
8	11/12	NO CLASS			
9	11/19	Analyze data – relational statistics.	Ch. 6 up to 179, & 186-194, & Ch.7 up to 214, & 225-241, in Field, bring book to class	Assignment #20 - Evaluate reliability (internal consistency) on ISU data set. (40 points). Assignment #21 – Create new variables from the means of the scale items (10 points). Assignment #22 – Statistical Techniques (40 points)	Start in class: Assignment #23 – Correlations and Regressions (70 points)
	11/26	Analyze data – group comparisons	Ch. 9 in Field, bring book to class	Assignment #23 - Correlations and Regressions (70 points)	Start in class: Assignment #24 – Group Differences (70 points)
10	12/03	Writing	Ch. 14 in Gratton	Assignment #24 – Group Differences (70 points)	Start in class: Assignment #25 - Prospectus to be submitted on 12/5 (40 points).
11	12/7	FINAL EXAM			

I reserve the right to modify this syllabus at any time.

MISSION STATEMENT:
Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

Vision
We will be the premier independent university of the Northwest in academic quality, Jesuit Catholic inspiration, and service to society.

Values

- **Care**
  We put the good of students first.
- **Academic Excellence**
  We value excellence in learning with great teachers who are active scholars.
- **Diversity**
  We celebrate educational excellence achieved through diversity.
- **Faith**
  We treasure our Jesuit Catholic ethos and the enrichment from many faiths of our university community.
- **Justice**
  We foster a concern for justice and the competence to promote it.
- **Leadership**
  We seek to develop responsible leaders committed to the common good.

DIVERSITY STATEMENT:
Seattle University both celebrates and promotes safe and healthy community life for people of all races, religions, national origins, socio-economic classes, gender identities and expressions, sexual orientations, physical and learning abilities, and ages by modeling behavior and articulating expectations that we live and work together in one community, bound together by our commitment to learning and respect for one another. Excellence and diversity at Seattle University are inextricably tied. We have a deep understanding of, and commitment to, the fact that to be an excellent university we must be diverse in all aspects of our work. No discrimination will be tolerated.

ACADEMIC CONDUCT
You are expected, at all times, to act with academic integrity.
Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Academic Honesty Policy. Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited. See the following web page for additional information; http://www.seattleu.edu/registrar/page.aspx?ID=87

STUDENT SUPPORT

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the Seattle University's Counseling and Psychological Services (CAPS) [*(206)-296-6090;* http://www.seattleu.edu/student/counsel/index.asp] *for assistance, support and advocacy. This service is free and confidential.*

"Students with documented disabilities that affect their ability to participate fully in the course or who require special accommodations are encouraged to speak with the instructor so that appropriate accommodations can be arranged."

The Disability Services Office can be accessed by this url: http://www.seattleu.edu/sas/DisabilityServices/default.aspx?id=28360