

Instructor: Konstantinos “Dino” Vrongistinos, Ph.D.

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Office Hours: M, W 11:30-12:30 Th 12:30-13:30, and by appointment

Catalog : Credit 3 hours. Prerequisite: KIN302 – score 10 on UDWPE or on ENGL305. A study of various types of research used in kinesiology, and techniques employed in collecting, classifying, interpreting and presenting data.

Overview: Designed as a research-oriented course taken by students seeking the masters degree in the Dept. of Kinesiology , this course is an overview of types of research, the research process, and research methods. The course includes principles, procedures, and techniques of research with an intensive survey of current scientific investigations in the area of Kinesiology. Special attention is given to practical application. Traditional lecture and discussion sessions are augmented by presentations by real-life researchers (experts in their areas who share examples of their work) and application-based projects & assignments.

Objectives: Upon completing it, students will

- Have gained an understanding of research terminology and methods which enables them to be knowledgeable, critical consumers of research and professional literature.
- Understand the research dissemination (presentation and publication) process.
- Gain experience and skill using library data-bases to search for literature.
- Have read a line of research in an area of interest and written a review paper or thesis proposal on such.
- Have presented research papers in the 12-minute verbal and poster formats common to professional meetings.
- Gain experience and skill in formal professional writing.
- Be familiar with APA and other writing styles.
- Be better prepared to propose and conduct a thesis.

Text: Thomas, J. R., & Nelson, J. K. (I 996). Research methods in physical activity (4rd ed.). Champaign, IL: Human Kinetics.

Evaluation Course grades will be based on the traditional 10-point percentage scale and the following:

Grade Scale

<u>Percent</u>		<u>Points</u>
90-100	A	450-500
80-89.99	B	400-449.95
70-79.99	C	350-399.95
60-69.99	D	300-349.95
less than 60	F	less than 300

IMPORTANT

KINESIOLOGY STUDENTS MUST EARN A GRADE of B (B) OR ABOVE, IN ORDER TO SATISFY THE KINESIOLOGY DEPARTMENT POLICY REQUIREMENTS

Assignment of plus/minus grade adjustments to the above scale will be determined by the final class point distribution.

A minimum of 80% is required for B- .

A minimum of 83% is required for B .

Assignment of plus/minus grades will be determined by the final class point distribution

10%	Small class projects & assignments	50 pt
30%	Midterm Exam	150 pt
10%	Class presentations (oral, poster)	50 pt
10%	Review paper ¹	50 pt
40%	Final Exam	200 pt

¹This paper should not be closely associated with any previous or current projects used to fulfill requirements of other courses. However, students in thesis options may take this opportunity to work on Chapters 1-3 of their thesis. Students will be expected to complete at least 4 installments of this paper (Topic, Article summaries, Outline, Final draft).

Expectations Attend class and be punctual. You are expected to attend **all** class meetings and arrive on time. If you will miss a session, you are responsible for discussing your absence with the instructor beforehand, obtaining information on the content and assignments from other students, then meeting with the instructor if need be.

Keep up with reading and assignments. Material assigned for reading will greatly enhance your understanding as will engaging in homework assignments. Late work will be penalized **20% per day** (i.e., if an assignment due on Monday is given to the instructor on Wednesday, the penalty is 40% of the total points for the task).

Be ethical. You are responsible for ethical academic conduct throughout the course. Pay special attention to ethical responsibilities when writing the review paper (e.g., appropriate citation, selection of topic different from that used for other classes).

Miscellaneous Information

A. Time Elements

Class begins promptly on the hour

B. Behavior

Treat other students and the instructor with respect and civility. Free discussion, inquiry, and expression is encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of beepers, cellular phones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line." Eating food or chewing ice during lecture or discussion time is unacceptable.

C. Cheating will not be tolerated. Severe penalties will be imposed including an F on the exam, and potentially an F in the course, and may also be subject to more severe discipline by the University. Please review the Student Conduct on Academic Dishonesty in the current Schedule of Classes and in the University Catalog. Each student is expected to be familiar and abide by the conditions of student conduct as presented in the CSUN Catalog Appendix C.

Exams may not be made up with rare exceptions. In the case of illness, advanced notice to the instructor must be given, and proof must be provided.

Note: If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the SDR, Room 110, Student Services Building (818)-677-2684.

Attention:: Last day to drop is Friday of the 2nd week.

Draft semester schedule

Aug	Sep				Oct					Nov				Dec	
28	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11
							MidTerm					DD_P	No Class	Prsnt	Final

-Papers due: Nov 20

-Presentations are on Dec. 4

-Final Exam: Thursday, Dec. 11, 17:30-19:30

Proposed Topics

- Course overview, Introductions Why research? Types of research. Categorizing abstracts activity Quantitative/qualitative paradigms
- Using library databases to search Independent and dependent variables Internal and external validity. Basic-applied continuum
- Giving a 12-minute research presentation
- Types of descriptive research. Parts of a research paper and thesis. Organization of a review paper. Finding articles for your review paper
- Making notecards/spreadsheets of articles
- Being a critical reader. Sampling, instruments, procedures. Survey research: general issues/methods of survey research types of items
steps in survey development
- Survey research continued: steps in survey development Meta analysis . Correlational and Experimental Research
- Single case design. Evaluating abstracts. Outline/Draft of paper due
- Intro to qualitative research. Qualitative methods. Qualitative methods and data analysis

EVALUATION OF RESEARCH PRESENTATIONS

SPECIFIC PARTS OF RESEARCH PRESENTATION

Introduction and background	Very good	OK	Needed work
Provided background for study	3	2	1
Created interest in topic			
Clearly established why this study was needed			
Methods	Very good	OK	Needed work
Methods explained clearly	3	2	1
(participants, data collection, etc.)			
Results and Conclusions	Very good	OK	Needed work
Results of study explained clearly and well	3	2	1
Conclusions, recommendations, etc. outlined			

GENERAL PRESENTATION ISSUES

Preparation	Very good	OK	Needed work
Knowledge of article	3	2	1
Prepared what to talk about			
Answered questions of audience satisfactorily			
Visual aids (preparation, organization, quality)	Very good	OK	Needed work
See guidelines/suggestions	3	2	1
Verbal speech (clear, slow, understandable)	Very good	OK	Needed work
Clear, slow, understandable	3	2	1
Talked to audience rather than reading overheads			
Made eye contact with audience			
Use of time (within 12-min constraint, left time for questions, presentation practiced, etc.)	Very good	OK	Needed work
	3	2	1

Giving the 12-minute presentation:

- Notes on overheads/powerpt. visuals
 - General guideline of 1 per minute (so max 12)
 - 14-point font minimum, all text bold
 - Use as few words as possible, bullet when possible (no long sentences, paragraphs)
 - Title, author(s), journal in which it was published
 - Background
 - Methods
 - Results (copy/make figures to show data, use tables sparingly, highlight major findings)
 - Conclusions
- Make notes for each page
- Practice
- Practice with time

Evaluation of Exams

Carefully select and answer 6 of the following 7 items.

Thoughtfully organize each response.

Pay particular attention to the descriptors/suggestions/directions for organizing your answer.

Compose an answer which answers the question (stay focused).

Your grade will be based on (1) the accuracy/correctness of your answer,

(2) the clarity with which you express your thoughts/ideas/knowledge

(3) the extent to which you answer the specific question, rather than writing other information you know about the topic.

The accuracy/correctness of your answer is given the most weight, but clarity of expression and staying on topic are also rewarded.

I will use the following rubric to determine the grade for each response:

Accuracy/correctness 10 pts. possible	Clarity of expression 2 pts. possible	Focus of answer 2 pts. possible
<p>10 points Right on target. Content or information provided is all accurate and correct.</p>	<p>2 points Ideas/thoughts expressed very clearly. Enough detail/explanation/specifics provided.</p>	<p>2 points Answer stays on topic, focuses on what was asked, and is organized as directed.</p>
<p>8 to 9 points Pretty close. Most, but not all information presented is correct or accurate, but answer indicates a general understanding.</p>	<p>1 point Most ideas/thoughts expressed clearly, but one or more vague issues is present, or lacks some detail or explanation.</p>	<p>1 point Most of answer stays on topic, but a bit of superfluous or extraneous information provided.</p>
<p>6 to 7 points Answer provided both accurate and inaccurate information. It appears that the student has a general or only basic grasp of the material, but does not understand it clearly</p>	<p>0 points Response is very vague or lacks enough explanation to determine if the student really understands/knows the topic or concept.</p>	<p>0 points Answer is not at all on topic and/or provides lots of information not required or asked by the question.</p>
<p>0 to 5 points The information presented in the response is not at all close to meeting the expected criterion of accuracy.</p>		