Midwestern State University
Gordon T. & Ellen West College of Education

SPAD 5013-Research Methods in Sport Management
Fall 2021

Instructor: Mindy Myers Flowers**Virtual office: meet by appointment**
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Class Meeting Places & Times:
This is an online course. Everything for this course will be done in ==**D2L or Google Drive**==.

Office Hours:
Virtual by appointment only.

Instructor Response: During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday, 8 AM. Emails received on holidays typically will receive a response no later than 8 AM on the second business day after the holiday.

Course Description:
An introduction to reading, evaluating, conducting, and writing research in the sport management field. A study of the basic methodological approaches to research, writing a literature review, and the basic statistical techniques common in sport management research.

Conceptual Framework Overview
The West College of Education believes that learning changes both the individual and society. Developing resilience and tolerance enhances an individual's potential. The individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self -contribute to an informed, democratic, and synergistic society. We will establish a reflective and collaborative community to enhance the potential of both the learner and society.
- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences.
- **Learning Differences** -understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.
- **Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Course Objectives:

Throughout the class and upon completion of the course the student will:
1. Define the three types of research designs
2. Define the steps in conducting a literature review
3. Identify potential sources for conducting a literature review
4. Describe the criteria for evaluating research articles
5. Explain how to identify and write a research problem.
6. Demonstrate a knowledge of several research methodologies
7. Explain how to choose the appropriate research method.
8. Demonstrate a knowledge of several quantitative analyses techniques.
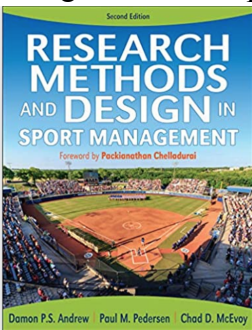9. Develop a quality professional writing sample.

Dispositions:

- Effectively communicate through oral and written language.
- Display independence in applying a variety of learning strategies and use of resources to accomplish a task.
- Use appropriate social skills to work and accomplish a goal with others
- Be independent thinkers who can respond critically to a variety of materials and perspectives offered through diverse media.

Course Delivery Method and Attendance Policy:

This course is delivered via distance learning and will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online management system will be made available to each student. As this is an online course, no attendance is required. However, regular and timely participation in discussions and on-time submission of other assignments is required. Each course week begins on Monday morning at 8:00 a.m. and ends on Sunday evening at 5:00 p.m. ALL Due Dates are at 5:00 p.m.

Required Text and Resources:

- Andrew, D.P.S., Pedersen, P.M., & McEvoy, C.D. (2011). Research Methods and Design in Sport Management. Champaign, IL: Human Kinetics

  ISBN-13: 978-1492574910
  ISBN-10: 1492574910
  - o There is an e-book option if you prefer it over the hard copy.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association.* (7th ed.). Washington, DC: American Psychological Association.
  - o ISBN-13: 978-1433832161
  - o ISBN-10: 143383216X

- Beyond the traditional textbook, students must have access to a personal computer with Microsoft Office Software, access to a webcam, an email account, a Google Drive account, high speed internet, and MSU's online Library database.
- Participation in this course also requires the ability to use a computer and software proficiently.

Additional Resources:

Additional course articles will be posted in the associated weekly modules.

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

The Owl at Purdue- https://owl.english.purdue.edu/owl/section/2/

APA Style Homepage- http://www.apastyle.org/index.aspx

Evaluations, Assignments and Grading Criteria:

- This course will be carried out in a format of 15 weeks. Each week the course will focus on an aspect of research methods and how these ideas correlate to sports management.
    - Students will learn weekly through doing assignments based on the readings, participating in discussion forums, and/or completing quizzes associated with readings.
    - Students will participate in the writing process by contributing as a peer editor during the preparation of the literature review.
    - Students will also continually complete assignments related to preparing a professional paper, which will conclude in a final paper (literature review) at the end of the semester.
- Familiarize yourself with the course by looking over the weekly modules. If you don't see the correct folders (Course Welcome, Professional Writing Assignments, Weekly Modules) or can't figure out how to share, contact me right away. See the "Navigating Google Drive" document in the "Course Welcome" folder for specific requirements and other information about the course.
- See ALL DUE DATES below in the schedule. All assignments are due at 5:00 p.m. on the due date. Any assignment can be submitted before the due date.
    - "Weekly Modules" will contain a syllabus for the week detailing reading and assignment information. Assignments must be completed the week they are assigned. Any work that you do after a Module period ends WILL NOT count toward your grade. You will find that it is necessary to spend some time with this almost every day. Do not let yourself get behind.
    - "Professional Writing Assignments" will be spread throughout the semester during the weekly modules. Each of these assignments is designed to prepare you for the final literature review paper and have been designed to build on one another. Late assignments will have a **minimum automatic 25% point deduction** for each day late. Do not wait until the last minute on any of your work!!
- Grammar will be graded as a part of any course work. All work should be in your OWN words!
- Student Honor Creed *"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."*
- I will grade assignments for this course on Sunday of each week, so you can expect grades to be available by Monday each week.
- Grades will be posted in D2L.

Assignments/Projects	Points
Create and Submit Google Account	10
Syllabus & Course Navigation Quiz	15
Screencast-o-matic Introduction	25
Weekly Module Assignment (11 @ 20 points)	220

Professional Writing Assignments:
  • Searching for Scholarly Sources- 30 points
  • Selecting a Research Topic & Question- 20 points
  • Annotated Bibliography- 50 points
  • Literature Review Outline- 50 points
  • Peer Editing of Literature Review-40
  • Final Paper: Literature Review- 150
	340

Total Points	**610**

Grading Scale:	
545-610	A
485-544	B
425-584	C
Below 425	F

Tentative Calendar and Due Dates

Each course week begins on Monday morning at 8:00 a.m. and ends on Sunday evening at 5:00 p.m. ALL Due Dates are at 5:00 p.m.

Weeks & Dates		Lecture Topics	Activities/Assignments Due Dates
Week 1 Aug. 23-Aug 29		**Course Welcome**-Read First on Google Docs **This week includes Labor Day**	All DUE 8/29 by 5 pm ● Created and Submitted (to flowersmindy@gmail.com) an email associated with Google Account- ● Syllabus & Course Navigation Quiz ● Familiarized with navigating and sharing through Google Drive. ● Screencast-o-matic introduction
Week 2 Aug 30- Sept. 5		Chapter 1- Research Concepts	● Weekly Module Assignment- Due 9/5 ● Searching for Scholarly Sources- Due 9/12
Week 3 Sept. 6- Sept. 12		Chapter 3- Creation of Research Questions	● Weekly Module Assignment- Due 9/12 ● Continued from previous week: Searching for Scholarly Sources- Due 9/12
Week 4 Sept. 13- Sept. 19		Chapter 4- Research Design	● Weekly Module Assignment- Due 9/19 ● Select Research Topic & Question- Due 9/26
Week 5 Sept. 20-Sept 26		Chapter 5- Data Collection and Analysis	● Weekly Module Assignment- Due 9/26 ● Continued Selection of Research Topic & Question- Due 10/3 ● Begin Annotated Bibliography- Due 10/3
Week 6 Sept 27- Oct. 3		Chapter 6- Dissemination of Findings	● Weekly Module Assignment- Due 10/3 ● Continued Selection of Research Topic & Question- Due 10/3 ● Continued from previous week-Annotated Bibliography- Due 10/10
Week 7 Oct. 4- Oct. 10		Chapter 7- Surveys	● Weekly Module Assignment- Due 10/10 ● Continued from previous week-Annotated Bibliography- Due 10/10
Week 8 Oct. 11-Oct. 17		Reflection	● Weekly Module Assignment- Due 10/17 ● Literature Review Outline- Due 10/17
Week 9 Oct. 18-Oct. 24		Chapter 8- Interviews Chapter 9- Observation Research	● Weekly Module Assignment- Due 10/24 ● 1st Draft of Literature Review Due 10/31
Week 10 Oct. 25-31		Chapter 10- Case Study Research	● Weekly Module Assignment- Due 10/31 ● 1st Draft of Literature Review Due 10/31
Week 11 Nov. 1- Nov. 7		Chapter 13- Analyses of Structure **No Weekly Module**	● Working on Literature Review ● Peer Edit of Literature Review- Due 11/7
Week 12 Nov. 8- Nov. 14		Chapter 14- Relationship Between Variables	● Weekly Module Assignment- Due 11/14 ● 2nd Draft of Literature Review Due 11/21
Week 13 Nov. 15- Nov. 21		Chapter 15- Significance of Group Differences **Thanksgiving Holiday 23-28th**	● Weekly Module Assignment- Due 11/21 ● 2nd Draft of Literature Review Due 11/21
Week 14 Nov 28-Dec. 5		Chapter 16- Prediction of Group Membership **No Weekly Module**	● Working on Literature Review ● Peer Edit of Literature Review- Due 11/28
Week 15 Paper due on December 7		No topic- Work on Literature Review **Lit Review is Due Finals Week**	● Working on Literature Review ● Final Paper: Literature Review Due 12/7 at 5:00 pm- Note that this is a Monday due date**

Other Class Policies:

WRITING EXPECTATIONS
All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.
- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 12-point font or Times New Roman styles 12-point font.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation made for special situations and online submission variances.

CITATION AND REFERENCE STYLE
Students will follow the APA Style Manual, 7th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 7th Edition.

LATE ASSIGNMENTS
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

THREE THEN ME RULE
Before you email me, make sure to follow the "Three then Me" rule. The "Three then Me" rule says that you search for your answer regarding the course in at least three other places before you email me. For example, if you have a question about an assignment, you could consult your syllabus, the assignment description on D2L, or another student in the class. Remember, check three sources before you email me your question. It is very likely you'll find the answer and not need to email me. If you don't find the answer, and need clarification, feel free to email me.

NETIQUETTE
Online courses promote the advance of knowledge through positive and constructive debate. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

Important Dates

Change of Schedule and Late Registratiom..................................August 23-26
Deadline for December graduates to file for graduation.........................September 27
Last Day for "W", 4:00 p.m. – Drops after this date will receive grades of "F." October 25
Refer to: Drops, Withdrawals & Void

Desire-to-Learn (D2L)

Use of the MSU D2L program and Google Drive is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline!! There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble If you have technical difficulties in the course, there is also a student help desk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

College Policies

Campus Carry Rules/Policies
Refer to: Campus Carry Rules and Policies

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local,

state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University Undergraduate Catalog

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Plagiarism Statement

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from Student Handbook