

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

SMGT 520

UNDERSTANDING RESEARCH IN SPORT, RECREATION, AND TOURISM

COURSE DESCRIPTION

Overview of the nature of research in sport, recreation, and tourism studies. Topics include different types of research in sport, research design, skills in data collection and assessment, and application of research to the management of sport, recreation, and tourism.

RATIONALE

The objective of this course is to help the student understand the importance of research in developing knowledge, engage in further reading of research, and carry out his or her own research in order to relate theory to actual practice. At the conclusion, the student will have the skills and knowledge necessary to critically evaluate sport-related research and to judiciously apply findings in his or her professional settings.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word and PowerPoint

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Explain how research contributes to knowledge about sport, recreation, and tourism.
- B. Identify characteristics of qualitative and quantitative research designs.
- C. Contrast the objectives of qualitative and quantitative research approaches.
- D. Evaluate sport-related literature.
- E. Employ improved scholarly writing skills and the ability to communicate with acumen, clarity, and succinctness.
- F. Apply Christian worldview principles when assessing research in sport, recreation, and tourism.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 400 words, and the assertions in the thread must be supported with at least 1 scholarly resource cited in current APA format. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be at least 200 words and relate issues to 1 biblical principle.

- D. Annotated Bibliography

Before beginning the Literature Review or Alternative Assignment, the student will create an annotated bibliography consisting of 15 peer-reviewed sources, all cited using current APA format. It must not summarize the resource or list the content; rather, it must briefly explain 1) the author's main point or argument, 2) the author's method or approach, and 3) the place of the piece in the literature as a whole (e.g., does the author agree with other scholars?). The bibliography as a whole must provide a solid overview of the existing state of research in the area the student is studying.

- E. Quantitative Article Review

The student will summarize and critically evaluate a quantitative journal article on his or her selected research topic. Before submitting the review to the instructor, the student must exchange the review with a partner, who will provide structured feedback using a peer-editing grading rubric.

F. Qualitative Article Review

The student will summarize and critically evaluate a qualitative journal article on his or her selected research topic. Before submitting the review to the instructor, the student must exchange the review with a partner, who will provide structured feedback using a peer-editing grading rubric.

G. Peer Edits (2)

After writing the quantitative and qualitative article reviews, the student will exchange his or her reviews with a partner. The student will then use the provided peer-editing grading rubric to grade his or her partner's reviews.

H. Literature Review or Alternative Assignment 1

1. Literature Review (**Thesis-Track Students**): Integrating additional research with the studies already reviewed and outlined in the Annotated Bibliography, the student will write a 10–15-page traditional literature review on the selected research topic related to sport or recreation management. The review must be a synthesis (not simply a summary) of relevant research findings related to the selected topic. The review must be formatted in current APA style.

2. Alternative Assignment 1 (**Non-Thesis Track Students**): Integrating additional research with the studies already reviewed and outlined in the Annotated Bibliography, the student will write a 10–15-page paper on a sport or recreation management topic of interest related to practitioner research and professional development, the application of research in the workplace, knowledge transfer, integrating research skills to solve pragmatic problems, etc. The student is encouraged to envision what kind of internship placement he or she desires and consider disciplinary connections from this (and other) course(s) to the internship site as a place of experiential learning. This assignment must be formatted in current APA style.

I. Research Proposal or Alternative Assignment 2

1. Research Proposal (**Thesis-Track Students**): As a culminating project for this course, the student must incorporate all previous work into a 15-slide PowerPoint presentation research proposal. The student is not required to conduct the proposed research; instead, he or she will simply outline a possible research plan. The proposal must be formatted in current APA style.

2. Alternative Assignment 2 (**Non-Thesis Track Students**): As a culminating project for this course, the student must incorporate all previous work into a 15-slide PowerPoint professional development presentation. The presentation will be submitted as if to enlighten workplace colleagues on the virtues of basic practitioner research skills and the application of research in the workplace. This assignment must be formatted in current APA style.

J. Quizzes (5)

Each quiz will cover the Reading & Study material for the module/week in which it is assigned. Each quiz will be open-book/open-notes and contain multiple-choice questions. Quizzes 1–3 will have 20 questions and a 1-hour time limit. Quiz 4 will have 10 questions and a 30-minute time limit. Quiz 5 will have 5 questions and a 15-minute time limit.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 50 pts ea)	200
Annotated Bibliography	50
Quantitative Article Review	100
Qualitative Article Review	100
Peer Edits (2 at 50 pts ea)	100
Literature Review or Alternative Assignment 1	200
Research Proposal or Alternative Assignment 2	100
Quizzes (3 at 40 pts ea, 1 at 20 pts, and 1 at 10 pts)	150
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

SMGT 520

Textbook: Jones, *Research Methods for Sports Studies* (2015).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Jones: chs. 1–3 1 presentation 1 website	Course Requirements Checklist	10
		Class Introductions	0
		DB Forum 1	50
		Quiz 1	40
2	Jones: chs. 4–5 1 presentation	DB Forum 2	50
		Quiz 2	40
3	Jones: chs. 6–7 1 presentation	DB Forum 3	50
		Annotated Bibliography	50
4	Jones: ch. 8 2 presentations	Quantitative Article Review	100
		Peer Edit 1	50
		Quiz 3	40
5	Jones: chs. 9–12 1 presentation	Qualitative Article Review	100
		Peer Edit 2	50
		Quiz 4	20
6	Jones: chs. 13–14 2 presentations	Literature Review or Alternative Assignment 1	200
7	Jones: ch. 15 1 presentation	DB Forum 4	50
		Quiz 5	10
8	Jones: ch. 16 1 presentation	Research Proposal or Alternative Assignment 2	100
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.