



**Center for the Study of
Sport and Exercise**

**SADL 590 – Colloquium
Research Option**

Course Syllabus



Instructor: Dr. Galen Trail
Office: Lynn 112
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Course Time: TBD
Location: TBD

Text 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

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.

Course Objectives:

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

Objective	Learning Outcome	Evaluative Tool
1. Delineate a research problem.	Content Knowledge, Discovery and Critical Thinking, Communication, Lifelong learning	Colloquium Paper
2. Suggest a research question	Content Knowledge, Discovery and Critical Thinking, Communication, Lifelong learning	Colloquium Paper
3. Conduct a comprehensive review of the literature.	Discovery and Critical Thinking, Communication, Technology,	Colloquium Paper
4. Use APA format to write a paper	Communication, Technology	Colloquium Paper
5. Develop appropriate methodology and design for investigating a topic	Content Knowledge, Discovery and Critical Thinking,	Colloquium Paper
6. Create an outline	Content knowledge, Communication, Technology	Colloquium Paper
7. Develop a research paper	Discovery and Critical Thinking, Communication, Technology	Colloquium Paper
8. Present Oral Colloquium	Communication	Oral Presentation

Overview of the Research Option:

The Research Option 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. This program culminating activity includes a manuscript and oral presentation to invited faculty, students and practitioners. There are two potential types of research projects, although there can be overlap between the two: Quantitative research project or Qualitative research project. Each has different requirements and different sets of instructions. Please discuss with the program coordinator which option you would like to do by the end of the third quarter (end of Spring Quarter of the first year) before proceeding.

Please access the MSAL website for information on the specific research options and associated rubrics: <http://www.seattleu.edu/artsci/msal/Inner.aspx?id=62157>

Prerequisites: The Research Option is open to graduate students pursuing a Master in Sport Administration & Leadership who have taken at least 30 credits in the degree program and have taken a quantitative or qualitative statistics class at the graduate level.

SADL 590 must be taken during the quarter that the student will present the colloquium.

Course Requirements and Assignments:

1. Written Colloquium Paper
2. Oral Colloquium Presentation

Course Expectations:

To do well in this class, you will need to:

1. Follow the timeline on the MSAL website.
2. Meet with your advisor as much as needed.
3. Use the rubrics as a guide for both the written and oral presentations.

Grading Scheme:

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

Course Calendar

Date					
See timeline on MSAL website					

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>

Oral Presentation Rubric Name _____

Total score _____/300

Content knowledge ___/60

Discovery & Inquiry ___/35

Critical Thinking ___/120

Communication ___/50

Technology ___/35

Communication

Criteria	Sophisticated (50-45)	Good (44-40)	Adequate (39-35)	Not yet competent (34-30)	Unacceptable (<29)
Introduction (Title Slide & Overview slide)	Introduction includes the title, the presenter's name, and an overview of all main segments of the presentation	Includes the title, the presenter's name, and a very brief overview of the segments.	Includes the title, the presenter's name, and only a listing of the segments.	Some aspect of the title, presenter, or the overview is missing.	Limited or no introduction.
Style (enunciation and clarity of presentation)	Level of presentation is appropriate for the audience. Paced for audience understanding. Enunciation is well defined. Speaker can be heard by all and is clearly comfortable in front of the audience.	Level of presentation is generally appropriate. Pacing is only occasionally too fast or too slow. Enunciation is good. Speaker sometimes can't be heard and seems slightly uncomfortable at times.	Level of presentation is moderately appropriate. Pacing is sometimes too fast or slow. Enunciation is only adequate. Presenter has difficulty being heard and seems uncomfortable frequently.	Aspects of the presentation are too elementary or too sophisticated for audience. Pacing is erratic or stilted. Enunciation is poor. Presenter seems uncomfortable all the time and can be heard only if listener is very attentive.	The whole presentation is too elementary. Pacing is terrible and enunciation is poor. Presenter cannot be heard at all or cannot finish the presentation.
Responsiveness to Audience	Consistently clarifies, restates, and responds to questions. Summarizes when needed. Body language reflects comfort interacting with audience.	Generally able to restate and respond to questions. May not be able to summarize or clarify questions all the time. Body language generally indicates comfort responding to the audience.	Moderately responsive to audience comments, questions, and needs. Misses some opportunities for interaction. Body language reflects some discomfort interacting with audience.	Responds to questions inadequately. Body language reveals a reluctance to interact with audience.	Does not respond to questions.

Content Knowledge

Criteria	Sophisticated (60-54)	Good (53-48)	Adequate (47-42)	Not yet competent (41-36)	Unacceptable (<36)
Overview of Literature (60)	Even, balanced information, clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth synthesis of a sufficiently limited topic. Listener gains insights.	Information provides some support for thesis/purpose and displays evidence of basic synthesis of a sufficiently limited topic. Listener gains some insights.	Information supports thesis at times. Synthesis is basic or general. Listener gains few insights	Synthesis is vague or not evident. Listener is confused or may be misinformed.	Overview of literature is missing.

Discovery & Inquiry

Criteria	Sophisticated (35-32)	Good (31-28)	Adequate (27-25)	Not yet competent (24-21)	Unacceptable (<21)
Purpose (35)	A clear purpose is stated that emerges logically from the above.	The purpose is stated but it is not clear exactly how it emerges from the above.	Purpose only partially emerges out of the above.	Paper does not successfully identify thesis.	Purpose/thesis is missing.

Oral Presentation Rubric Name _____

Total score _____/300

Findings or Results	Accurate and clear presentation of the results, covering the breadth of the inquiry/research.	Accurate and moderately clear presentation of the results, covering most of the inquiry/research	Most of the results are accurate, but listener can identify slight inaccuracies, presentation is not always clear, breadth of results covered is limited.	Listener unable to determine whether results are accurate or not. Extremely limited results presented, resulting in confusion by presented and/or listener.	No results presented.
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Critical Thinking

Criteria	Sophisticated (120-108)	Good (107-96)	Adequate (95-84)	Not yet competent (83-72)	Unacceptable (<71)
Organization of Presentation	Presentation is clear, logical, and organized. Listener can follow line of reasoning. Transitions flow smoothly from one topic to the next.	Presentation is generally clear and well organized. A few minor points may be confusing. Transitions are not as smooth, but work.	Organization is adequate. Listener has difficulty understanding some points. Transitions are brief, but present.	Listener can follow presentation only with effort. Most arguments are not clear. Organization seems haphazard. Transitions are missing.	No organization to presentation. Arguments are not logical or sequential.
Discussion of findings	Accurate and insightful recommendations for Sport Administrators. Information is relevant and builds on the aspects already presented.	Recommendations are predominantly accurate, somewhat insightful, mostly relevant and build on aspects presented.	Recommendations are predominantly accurate, mostly relevant, and to some extent build on aspects presented.	Recommendations incomplete and inaccurate for a majority of the information, but listeners can gain some insight.	Little or no recommendations for future Sport Administrators.
Conclusion	Includes a brief restatement and synthesis of all the information. Thanks the audience and asks for questions.	Includes a brief restatement of the information but does not synthesize the information well. Asks for audience questions.	Restates the information but does not synthesize the information. Asks for audience questions.	Does not restate the information well and/or forgets to ask for audience questions.	Extremely limited or no conclusion.

Technology

Criteria	Sophisticated (35-32)	Good (31-28)	Adequate (27-25)	Not yet competent (24-21)	Unacceptable (<20)
Use of communication aids (e.g. PowerPoint, etc.)	Communication aids enhance and extend the presentation. They are prepared in a professional manner. Font on visuals is large enough to be seen by all. Main points stand out. Clear, accurate, well labeled, appropriately sized graphs and tables.	Communication aids contribute to the presentation. Font size is appropriate for most of the audience. Appropriate information is included. Some material is not supported. In general the graphs and tables are well done but there are some exceptions.	Communication aids neither aid the presentation nor hurt the presentation. Font size is appropriate for those in the front half of the room. Some appropriate information excluded. Some material not mentioned. Graphs and tables may be inappropriately sized or not clear, but still accurate and well labeled.	Communication aids are poorly prepared or used inappropriately. Font is too small to be easily seen. Too much information is included or not enough. Unimportant information highlighted. Some graphs and tables inaccurate and/or mislabeled.	No communication aids or totally inappropriate ones. Missing graphs and tables