

**Directed Readings****Spring 2019**

<b>Meeting days:</b> M	<b>Instructors:</b> Brent A. Alvar, Ph.D. & Jacob Goodin, Ph.D.
<b>Meeting times:</b> 5:00 – 5:50pm	<b>Phone:</b> Dr. Alvar - 619-849-3007 Dr. Goodin: 619-849-2254
<b>Meeting location:</b> : LBRT 203	<b>E-mail:</b> <a href="mailto:balvar@pointloma.edu">balvar@pointloma.edu</a> <a href="mailto:jgoodin@pointloma.edu">jgoodin@pointloma.edu</a>
<b>Final Exam:</b> N/A	<b>Office location and hours:</b> Dr. Alvar: KIN #12; M & W; 9:00am – 11:00am or by appointment Dr. Goodin: KIN #6; M-F 2:30pm – 4:00pm or by appointment

**PLNU Mission****To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**COURSE DESCRIPTION**

This course provides advanced study in the essential research of a specific discipline in Kinesiology. Fundamental skills in reading and evaluating research will be acquired, including examining research paradigms, critically appraising study design and findings, and determining the practical relevance of the results. Students will submit a final review of literature for a research project. *Prerequisite: KIN 605, KIN 610 or equivalent.*

**Course Aim and Introduction:**

A directed reading is a course designed for students writing and developing their research project (i.e. thesis, capstone or pilot study) who wish to complete a review of literature and begin collecting data. Typically, students attending this seminar will be

entering their 2nd or 3rd term in the MS-KIN, and will have decided on a project topic and a project Advisor to work with before enrolling for this course. Your chosen Advisor should have approved working with you and your topic. Students interested in this seminar should be well on their way to finishing up a proposal which the Professor and/or Advisor will approve by the end of the directed reading seminar. Students are expected to have done a good deal of background reading to prepare them for this course. While your Professor/Advisor has expertise in your chosen field of study, remember, it is your project and your Advisor will serve only as a guide in your research process.

This is a graduate level seminar that will equip you with the tools to bring your project to a successful conclusion. During the course sequence of KIN 650 and 660, a student is expected to complete a proposal that is advanced enough to be defended. Your success or failure in this process will depend on the diligence and time you are prepared to invest towards the completion of your project.

Attendance at each session is mandatory and the student is expected to have completed any work allocated by the Professor. Your professor will also require you to identify and raise specific issues of interest and usefulness to you, i.e. which topics for which you need additional readings.

## **REQUIRED TEXTS AND RECOMMENDED RESOURCES**

- [Publication Manual of the American Psychological Association, 6th ed.](#)

## **STUDENT LEARNING OUTCOMES:**

After completing this course, you should be able to:

1. Evaluate research in a specific discipline in Kinesiology that represents your area of research interest.
2. Critically appraise various research paradigms and study designs and findings to determine the validity of the methodology and the practical relevance of the results.
3. Produce a well-developed project proposal with a thesis statement, central argument or/& hypothesis and be able to answer the following questions, in written and oral form:
  - What is your thesis question?
  - Rationale for why this is an important question to address?
  - What evidence exists on this question?
  - What are the holes in the literature that need addressing?
  - How will your research contribute to the existing literature in the field?
4. Produce a well-developed Literature Review on your topic of interest.

## **COURSE REQUIREMENTS:**

### **1. Discussion Board:**

Students will participate in several Discussion Boards on Canvas. This will be an opportunity for students to revisit their draft capstone/thesis topics as well as work with their peers on feedback and revisions.

### **2. Oral Presentation and Summaries of Research Article:**

For the face-to-face meeting, you will be expected to find, read and summarize research articles relevant to your area of research each week prior to class and be ready to discuss the articles in depth through a Journal Club process. Each student will be expected to lead the discussion for 1-2 articles by presenting the salient aspects of the article to your peers for discussion during LSCC meeting times. Students will also summarize these articles and submit them via Assignments.

### **3. Participation:**

There is an expectation that students come prepared and participate fully in classroom discussion and meetings.

### **4. Literature Review:**

The final assignment for this class will be a Literature Review. This Literature Review can be used for your Capstone or Thesis. Reading assignments will be used for this purpose.

## **ASSESSMENT AND GRADING**

Class and Meeting Participation ( 5 at 10 points each)	50
Discussion Boards (4 at 10 points each; 1 at 20)	60
Article Summaries (4 at 10 points each)	40
Presentation of Literature review	50
Literature Review	100
<b>TOTAL</b>	<b>300</b>

*NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), you have the*

*responsibility to first contact the professors. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the university).*

## **LATE ASSIGNMENTS**

Late assignments will be subject to a deduction of 10% per day. Even if deadline is missed, all assignments are expected to be submitted.

## **COURSE SCHEDULE AND ASSIGNMENTS**

<b>Date</b>	<b>Topic</b>	<b>Meeting</b>	<b><i>Assignment Due / In-Class Activity</i></b>
<b>January 7</b>	Introduction	Face to Face: Liberty Station	Forum #1 Article Summary #1
<b>January 14</b>	Individual Meetings - Background	Dr. Alvar's Office Dr. Goodin's Office Canvas	Forum #2 Article Summary #2
<b>January 21</b>	Methodology	Face to Face: Liberty Station	Forum #3 Article Summary #3
<b>January 28</b>	Statistical Analysis	Canvas	Forum #4 Article Summary #4
<b>February 4</b>	Individual Meetings Writing	Dr. Alvar's Office Dr. Goodin's Office	No Assignment this week
<b>February 11</b>	Peer Review	Canvas	Forum #5 Draft of Literature Review

February 18	Lit Summary	Canvas	Writing assignment
February 25	Presentations	Face to Face: Liberty Station	Oral Presentation of Lit Review

## Timeline

### Week 1: Jan. 7 - 13. Current Status

**Objective:** The purpose of this unit is to introduce student's current thesis/capstone status to faculty and peers.

January 7 Class participation 10 points

#### Assignments:

Students are to participate in course orientation at Liberty Station on January 8.

#### Discussions #1: *Current Status Report.*

Students are to submit a brief report (250 word limit) describing their current progress/concerns on their Thesis/Capstone via **Discussions #1**.

#### Due January 9

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Students are to read each peers post and provide constructive criticism and support on two of their peers current status reports.

#### Due January 13

**Assignment #1:** Find, review and summarize two additional articles related to your Capstone/Thesis topic. Submit via Assignments. Formatting can be of your choice. Include an APA reference for each article.

#### Due January 13

### Week 2: January 14 - 20. Develop an Individual Capstone/Thesis Proposal Background and Hypothesis.

### **Task 1: Set ups a meeting with Dr. Alvar or Dr. Goodin during this week**

Meeting with Dr. Alvar or Dr. Goodin 10 points

**Task 2:** (Discussion #2). Students will develop/revise a document (minimum 1-2 page narrative document) explaining the background information and purpose of the capstone/thesis research. The paper is meant to give the reader a clear and concise understanding of the research project. Pay close attention to ability to convey the necessity of the research as well as the purported impact it theoretically may have on the field. Include references

### **Discussions #2:**

- **Part 1** (5 pts): Upload a Google Doc link into the Discussion Board titled as name and Discussion Board (such as Alvar Discussion Board #2) on Discussions #2. **Due Wednesday.**
- **Part 2** (5 pts): Students will read one peers' papers and provide feedback via track changes on word or Google Doc. Once the file is downloaded – immediately reply to the original post stating such. This will let the class know that this paper has been selected and will help to reduce redundancy. Then reply to the post with the edited file. **Due Sunday.**

Feedback should be *scholarly* and give guidance on how the document could be improved (grammar, format, clarity, depth etc.). Be very specific. Examples or suggestions are suggested and/or expected.

**Assignment #2:** Find, review and summarize two additional articles related to your Capstone/Thesis topic. Include a brief discussion of how the articles add to your topical area. Submit via Assignments. Formatting can be of your choice. Include an APA reference for each article. **Due January 20**

### **Week 3: January 21 - 27. Proposal Methodology**

January 21 Class participation 10 points

**Task 1: (Discussion #3)** Students will develop/revise a document (1-2 pages) explaining the methodology proposed for the capstone/thesis research. This should be a step by step explanation of how the project will be carried out. Details should emphasize the ability to replicate the study by outside researchers. Include references

### **Discussions #3:**

- **Part 1** (5 pts): Upload a Google Doc link into the Discussion Board titled as name and Discussion Board (such as Alvar Discussion Board #2) on Discussions #2. **Due Wednesday, January 24.**
- **Part 2** (5 pts): Students will read one peers' papers and provide feedback via track changes on word or Google Doc. Once the file is downloaded – immediately reply to the original post stating such. This will let the class know that this paper has been selected and will help to reduce redundancy. Then reply to the post with the edited file. **Due Sunday, January 27**

Feedback should be *scholarly* and give guidance on how the document could be improved (grammar, format, clarity, depth etc.). Be very specific. Examples or suggestions are suggested and/or expected.

**Assignment #3:** Find, review and summarize two additional articles related to your Capstone/Thesis topic. Submit via Assignments. Formatting can be of your choice. Include an APA reference for each article. **Due January 27**

#### **Week 4: January 28 – February 3. Statistical Analysis**

**Task 1: (Discussion #4)** Students will develop a document (1-2 pages) explaining the data analysis procedures proposed for the capstone/thesis research. This should include very specific study variable descriptions, how data will be summarized and/or aggregated and specific details of advanced data analysis (e.g. correlations, group comparisons, etc). Detail should emphasize the ability to determine relevance and appropriateness of the analysis procedures.

#### **Discussions #4:**

- **Part 1** (5 pts): Upload a Google Doc link into the Discussion Board titled as name and Discussion Board (such as Alvar Discussion Board #2) on Discussions #2. **Due Wednesday, January 30**
- **Part 2** (5 pts): Students will read one peers' papers and provide feedback via track changes on word or Google Doc. Once the file is downloaded – immediately reply to the original post stating such. This will let the class know that this paper has been selected and will help to reduce redundancy. Then reply to the post with the edited file. **Due Sunday, February 3**

Feedback should be *scholarly* and give guidance on how the document could be improved (grammar, format, clarity, depth etc.). Be very specific. Examples or suggestions are suggested and/or expected.

**Assignment #4:** Find, review and summarize two additional articles related to your Capstone/Thesis topic. Submit via Assignments. Formatting can be of your choice. Include an APA reference for each article. **Due February 3**

### **Week 5: February 4 – 10. Writing of the Literature Review**

#### **Task 1: Set up a meeting with Dr. Alvar during this week**

Meeting with Dr. Alvar 10 points

**Task 2: Writing of Literature Review.** This is a free week for students to complete their writing. Nothing is due this week.

### **Week 6: February 11 – 17. Peer Review**

The purpose of this week is provide peer review of your classmates papers.

**Discussions 5:** “Start a new thread” with your name (Brent Alvar Discussions #5) and post the draft of your literature review paper.

**Provide Peer Review (via Forum):** We learn by critiquing others work. Effective researchers need to be able to critically analyze the work of themselves and others. Science is founded on the concept of peer review. This is not a punitive process, rather it is a process designed to improve the final product by insure that threats to validity are accounted for.

Provide substantive feedback to the assigned 2 colleagues related to decisions the depth and breadth of their paper and the logic of the program. ) 10 points each

**Initial post Due February 14 and Feedback Post to 2 Draft Literatures Reviews Due by February 17.** Feel free to post commentary on other student’s forums. All feedback is welcome!!

### **Week 7: February 18 – 24. Final Literature Review Document**

The purpose of this week is to complete the final document for your literature review. This should be an expansion of the work that you have done previously in the research methods course.



Paper should be submitted via canvas no later than midnight February 24.

### **Final Paper is Due February 24**

### **Week 8: February 25 – March 3. In-Class Presentations of Literature Review**

February 25<sup>th</sup> Class participation 10 points

**Presentation of Literature Review:** Each student will have 5 minutes to present an updated literature review. Students will be evaluated based upon the following:

- presentation organization
- communication and professional presentation skills
- use of presentation time limit
- ability to address questions during Q/A session

### **INCOMPLETES AND LATE ASSIGNMENTS**

All assignments are to be submitted/turned in by their assigned dates (midnight). Incompletes will only be assigned under extremely unusual circumstances.

A 20% reduction in grade will be assessed for all late assignments.

### **SPIRITUAL CARE**

#### **PLNU Liberty Station Campus:**

PLNU strives to be a place where you grow as whole persons. To this end we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Liberty Station campus we have an onsite chaplain, Rev. Wil Ryland who is available during class break times across the week. If you have questions, desire to meet with Rev Ryland or prayer requests you can contact him directly at [gradchaplainlibertystation@pointloma.edu](mailto:gradchaplainlibertystation@pointloma.edu). In addition there are resources for your Christian faith journey available at <http://www.pointloma.edu/experience/faith/graduate-student-spiritual-life>

#### **PLNU COPYRIGHT POLICY**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

#### **PLNU ACADEMIC HONESTY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

If you have a diagnosed disability, please contact Jean Moncada in the Center for Student Success (CSS) within the first two weeks of class to demonstrate need and to register for accommodation by phone at (619) 563-2849 or by e-mail at [jmoncada@pointloma.edu](mailto:jmoncada@pointloma.edu). Ask your academic advisor or program director for any additional accommodation information.

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Graduate and Professional Studies Catalog for additional detail.

#### **Attendance Policy for Fully Online Courses**

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.)

Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor.

Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

#### Attendance Policy for Hybrid/Blended Courses

Students taking hybrid/blended courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course and attending face-to-face class meetings. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.)

Students who do not attend at least once in any 3 consecutive days in the online course will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days in the online course or face-to-face sessions will be dropped from the course retroactive to the last date of recorded attendance.

#### **ACADEMIC STANDING**

Graduate students at Point Loma must obtain a 3.0 GPA to remain in good standing in the MS Kinesiology program:

[http://catalog.pointloma.edu/content.php?catoid=20&navoid=1403#Academic\\_Standing](http://catalog.pointloma.edu/content.php?catoid=20&navoid=1403#Academic_Standing).

Additionally, all graduate students need to earn a C or higher in all graduate courses according to the catalog grading policy:

#### **Grading System**

Traditional letter grades (A, B, C, D, F) including plus and minus grades are used to indicate the level of scholarship earned for each course. Except for the correction of an error, all traditional letter grades are final at the conclusion of the academic term. Once the degree has been posted on the student's official transcript, no change of grade action is allowed for courses leading to the degree. The grade of C is the lowest grade acceptable for graduate credit.