

# College of Education

## CONCEPTUAL FRAMEWORK

### MISSION

The mission of the Auburn University College of Education is to build a better future for individuals, our state, our nation and our world. We fulfill our mission by preparing competent, committed and reflective professionals as we engage in outstanding teaching, cutting-edge research and meaningful outreach.

### VISION

Our vision is one of transformation. We strive to be and prepare agents of change. We seek to establish and work collaboratively within socially responsive learning communities that value the mosaic of a diverse society. Our vision includes engaging in the continuous learning necessitated by a rapidly advancing world; identifying and addressing critical issues related to the education of all people; and using technology to broaden and support learning opportunities. Ours is a vision of change embracing the inclusive, collaborative and technological aspects of our mission, thereby establishing us as a college representing educational advocacy and innovation in the 21st century.

### PHILOSOPHY, PURPOSE AND GOALS

Our philosophy of learning and teaching emphasizes that building a better future for all means creating learning environments for diverse learners that acknowledge the active, collaborative and ever-evolving nature of learning. This philosophy also values teaching that promotes the development of safe, stimulating learning communities enriched with diverse perspectives; is grounded in reasoned and purposeful decision making; and is enacted in proactive, flexible and self-regulating ways.

### COLLEGE OF EDUCATION



The keystone, the topmost stone of an arch, serves as a visual reminder of our mission and our goals. Just as the keystone supports and holds an arch together, education holds intact the promise of a better future for all. We believe that education is the keystone of opportunity and equity in a richly diverse, increasingly technological, and ever-changing world. It is the critical building block that enables individuals and societies to flourish in a global community.

# KINE 4780: EXERCISE SCIENCE RESEARCH

Summer 2010

1. **Course Number:** KINE 4780  
**Course Title:** Exercise Science Research  
**Credit Hours:** 3 hours lecture  
**Prerequisite:** KINE 4760  
**Meeting Times:** 3:00-4:15 MWF  
**Meeting Place:** Lecture –
  
2. **Instructor:** **Dr David D. Pascoe**, 334 844-1479; pascodd@auburn.edu  
 Kinesiology 260, Thermal Lab:  
 Office Hours posted.
  
3. **Optional Text:** *Conducting & Reading Research in Health & Human Performance, Fourth Edition*, by Ted A. Baumgartner and Larry D. Hensley, McGraw-Hill, New York, 2006.  
 ISBN-13: 978-0-07-297290-0.  
 ISBN-10: 0-07-297290-4.
  
4. **Course Description:**  
 Development of a research proposal including the introduction, review of literature, methods, experimental design, statistics, and references.
  
5. **Course Objectives:**
  - a. To write a research proposal  
 (three sections: Introduction, Review of Literature, Methods);
  - b. To present the research proposal using Microsoft PowerPoint poster format.
  
6. **Grading and Evaluation Procedure:**  
 The final grade for this course is **Satisfactory** or **Unsatisfactory**. The final grade is determined by 1) the research proposal and group partnership (60%), 2) the poster presentation of the research proposal (20%) and 3) Contract f Deliverables, evaluations (6%), and 4) class attendance (14% = 0.5 points per class). Please refer to the current edition of the Tiger Cub (<http://www.auburn.edu/tigercub>) for the definition of excused absences. A satisfactory grade is defined as 70% or greater. **Failure to meet any assignment deadline will result in the loss of ten (10) percentage points from the final grade. This means that missing three (3) deadlines will result in an unsatisfactory grade for this course.**

## 7. Class Policies:

- a. **Appropriate Effort;** Assignments are due on the day assigned, and evidence of activity should be obvious on a regular basis between deadlines. All assignments must reflect the group's and individual's efforts in fulfilling the class requirements.
- b. **Unannounced quizzes** – There are no unannounced quizzes in this course.
- c. **Attendance** – “Taking a class” means attending all meetings of that class. 0.5 points will be deducted for every unexcused class absence.
- d. **Plagiarism** – Proper credit and notation must be given for source materials.
- e. **Email** – You are responsible for checking your e-mail regularly and in a timely manner for any communications related to this class. The University has requested that all students use their Auburn University email accounts. This is the most efficient way for instructors to communicate with an entire class, and the University will occasionally send global notices that are important for all students.
- f. **Cell Phones** – As a courtesy to others, turn off your cell phone during class or individual meetings with me. If you are expecting an emergency call, please let me know at the beginning of class or appointment. No texting during lectures.
- g. **Extra Credit** – There are no extra credit opportunities for this class.
- h. **Disability Accommodations** – Students who need accommodations are asked to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by Email or phone. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

## The Research Proposal

Three sections plus references:

- 1) Introduction, 2-4 pages.
- 2) Review of Literature, 10-15 pages.
- 3) Methods, 2-5 pages.
- 4) At least 20 primary references; pages for the reference list are NOT included in the above page guidelines. In other words, the references are in addition to the above and are not counted in the page allocations. In general, references to websites will NOT be permitted. You must choose the reference style of a particular journal and use that format for your referencing. **You will be required to provide evidence of the journal instructions.** As you write your paper, cite/describe at least some actual experiments from the primary papers.

All Research Proposals are to be printed hard copy (include a title page) and also e-mailed to me as a Microsoft Word document; pages must be numbered in the upper right-side margin. The font must be Times New Roman 12-point. Printed pages must be double-spaced with a one-inch margin on all sides.

## The PowerPoint Poster Presentation

At the end of the class, you will present your research proposal as a poster presentation. The posters will be mounted in a conspicuous place (to be determined and announced later), and faculty and students from outside the class will be encouraged to view them. Instructions on poster presentation format and construction will be provided later.

## To Choose and Explore Your Topic

Read sections of interest and relevance in textbooks.

Search the literature. If you're lucky, you can find a review article.

Possible reference sources:

Entrez PubMed (<http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?DB=pubmed>)

Web of Science (access through AU Libraries on the internet).

SportDiscus

Google Scholar

You might also glance at Chapter 3, pages 46-66 of your textbook.

Look in familiar scientific journals.

## **Class Schedule and Reading Assignments (typed-electronic)**

- **Deadlines: Monday (except where stated differently)**

### **Week #1 05/20**

Introduction and orientation to class; the scientific method, scientific format, literature searches, and group dynamics/grading. Outside assignment is to be reading and searching the literature to decide on a topic for the research proposal.

**Deadline 05/23: Research group assignments; Contract of Deliverables submitted and signed**

### **Week #2 – 05/23, *no lecture class 05/25*, 05/27**

Animals and humans in research- Rules, regulations, standards, ethics.  
Search and gather research literature in quest of research topic.  
Reference manager programs.

**Deadline 06/03: Submit Topic decision; Submit three research journal references that you have read in searching for a topic.**

**May 30<sup>th</sup>- Memorial Day- Remember those who fought and died for our freedoms**

### **Week #3 – 06/02, 06/03, *no lecture class-Dr. Pascoe at ACSM***

Continue reading and searching the literature, focus on a topic for research proposal.

**Deadline 06/06: Submit 20 primary references. All references should be in your chosen journal format. Discuss Research ideas as groups (appointment) during week 3.**

### **Week #4 – 06/06, 06/08, 06/10**

Read and review primary references. Develop review notes from references.

**Deadline 06/13: Submit research question(s), hypothesis/hypotheses; Submit Outline for paper**

### **Week #5 – 06/13, 06/15, 06/17**

Review research literature, develop research question, and formulate outline for paper.

**Deadline 6/20: Draft Copy of Review of Literature**

### **Week #6 – 06/20, 06/22, 06/24**

Feedback of Review of Literature, work on Introduction

**Deadline: 6/27 Draft Copy of Introduction**

### **Week #7 – 06/27, 06/29, 07/01:**

Feedback on Introduction, work on Methods

**Deadline: 07/04 Draft Copy of Methods**

### **Week #8 – 07/04 Fourth of July Holiday- Celebrate our Independence**

07/06, 07/08 Feedback on Methods

**Week #9 – 07/11, 07/13, 07/15**

Finalize Senior Research paper; prepare posters

**Week #10 – 07/18, 07/20, 07/22**

**Deadline: 07/20 Draft Posters presented to class; Prepare posters for School presentation**

**Week #11 – 07/25 Poster Presentations 3:00-4:15 P.M.**

**Deadline 07/25: Final Senior paper due and submitted.**

**DEADLINE 07/25: Evaluations Due**

**Deadline 07/25: Posters submitted.**