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| **PPE 593**  **Applied Project**  **Arizona State University**  **Mary Lou Fulton Teachers College**  **Physical Education Program**  ***Instructor:***  ***Phone:***  ***Fax:***  ***E-mail:***  ***Credits:***  ***Class Location:***  ***Class Days:*** M  ***Class Times:*** 4:40-7:30PM  ***Office Hours:***  **SPRING 20XX** |

**General Course Procedures & Reminders**

**Class Attendance**

1. Class will start promptly at 5:00PM. Please ensure an on-time arrival and preparedness to start on time.
2. If you are unable to attend class you are expected to notify the course instructor ***ahead of time*** either by email ([Hans.vanderMars@asu.edu](mailto:Hans.vanderMars@asu.edu)) or by office phone (480-727-1653).

**Lap Top Use in Class**

You are encouraged to use a laptop or like device in class for the purpose of taking notes, and/or seeking information on the Internet directly related to the course. As a professional courtesy to both the instructor and your classmates you are asked to refrain from using a laptop for any other reasons/purposes. This includes, but is not limited to emailing, checking sport scores, shopping.

**Cell phones & texting**

You are to turn your cell phone to “OFF” completely. The lone legitimate reasons to have your phone on at any point during our class meetings is if you have a pregnant wife/partner who is due any moment, or if an immediate family member is in the hospital in critical condition. If those situations apply, please notify the instructor ahead of time.

***NO EXCEPTIONS: Texting during class sessions AT ANY TIME is a sign of total lack professionalism and respect for those around you. Thus, you are kindly asked to refrain from engaging in this behavior AT ALL TIMES. Leaving the classroom to engage in such behavior is equally deplorable.***

**Students with disabilities**

Arizona State University is committed to providing its students who have documented disabilities an equal opportunity to benefit from its programs, services, and activities. If/When you are registered with Disability Resource Center (DRC) for students please inform the instructor ASAP so accommodations can be made. Accommodations are made through collaborative efforts between students, faculty and the DRC. Students with accommodations approved through DRC are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for Accommodations but who have not yet obtained approval through DRC should contact the DRC office immediately.

Disability Resource Center Contact information

Matthews Center

P.O. Box 873202

Arizona State University

Tempe, AZ 85287

Phone: (480) 965-1234

TDD: (480) 965-9000

FAX: (480) 965-0441

E-mail: Disability-Q@asu.edu

**Religious Accommodations for Students**

Please notify me in writing as far in advance of a religious holiday/obligation as possible, if you need to be absent from class as a consequence of a religious holiday, or required to participate in required religious functions. Be sure to specify the holiday or obligatory function in your communication with me. You will not be penalized for missing class as a consequence of religious obligations/holiday observance. Confer with me about making arrangements for making up tests/assignments prior to the absence.

**Military Personnel Statement**

If you are an active member of the National Guard, Reserve, or other U.S. Armed Forces branch, and are unable to complete classes because of military activation, you may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see <http://www.asu.edu/aad/manuals/usi/usi201-18.html>.

**Harassment of peers and instructors**

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students.

Contact Student Life (Downtown campus 522 N. Central Ave., Post Office Room 247,

480-496-4111; Polytechnic campus Administration building suite 102, 480-727-1060; Tempe campus Student Services Building room 263, 480-965-6547; or the West campus

UCB 301, 602-543-8152).

If you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

**Grade Appeals**

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at <http://www.asu.edu/catalog>

**UNIVERSITY LEVEL COURSE – INSTRUCTOR EVALUATION**

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted.

The use of a course/instructor evaluation is an important process that allows our college to

(1) help faculty improve their instruction,

(2) help administrators evaluate instructional quality,

(3) ensure high standards of teaching, and

(4) ultimately improve instruction and student learning over time.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading.

The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epoupdate/>

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| **GENERAL COURSE DESCRIPTION** |

Students in this course will conduct a formal research project that includes the framing of (a) research question(s); reporting on relevant research literature that informs the person conducting the research project; selecting the appropriate research methods, collecting the data, analyzing the data, interpreting the data, drawing (a) conclusion(s). In addition, the student will be asked to reflect on what was learned as a result of doing the research project. Finally, the student will share the findings to a larger audience in a public setting.

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| **COURSE OUTCOMES** |

By the end of the course, students will demonstrate a beginning level of:

1. Skill in designing and implementing, and presenting a formal research project in the context of an educational setting (incl. Physical Education, Classroom, Athletics).
2. Understanding of and skill in completing a formal research project. This includes the drafting of a formal research proposal that includes:
3. A review of related research literature
4. Identifying a sound research question/purpose of the study
5. Selecting recruiting participants
6. Selecting appropriate data collection tools
7. Collecting the data
8. Selecting an appropriate data analysis procedure
9. Analyzing the collected data
10. Reflecting on and interpreting the results
11. Drawing (an) appropriate conclusion(s), and
12. Reflecting on what was learned from conducting a formal research project.
13. Implementing the research process by following the steps outlined in the Committee approved Applied Project Proposal (see above in #2).
14. Skill in appropriately reporting the results of the research project in both a Poster presentation and written report format.

***PREREQUISITES:***

Completion of the TEL 503: Introduction to Research Methods in Education

***(NO EXCEPTIONS)***

***REQUIRED TEXT***

*Perrin, R. (2012). Pocket Guide to APA Style* (4th ed.). Boston: Wadsworth CENGAGE Publishing.

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| **COURSE ASSIGNMENTS** |

***1. Your Professional Behavior Within and Beyond the Course (10%)***

Your success in this course is in large part a result of your contributions and initiative. The course is non-traditional in the sense that you are expected to demonstrate self-directedness, and focus. Significantly contributing to a course’s success includes more than just showing up to class sessions, and being a passive consumer. In addition to being present, it includes (but is not limited to):

* Your conduct
* Overall demeanor
* Active involvement in class discussions/debates
* Knowing when to speak and when to listen
* Knowing the course expectations
* Knowing what the dates are for submitting materials
* Using the information provide in the course syllabus
* Taking initiative; not waiting until the last minute
* Respecting other people’s views
* Asking for assistance when you are “stuck” or run into barriers
* Keeping up with the demands of the course outside of class
* Doing quality out-of-class work
* Refrain from distracting others during class sessions
* Doing quality in-class work,
* Investing time and energy outside of class to successful completion of the project
* Using time wisely
* Use good planning and organization
* Being prepared for each class
* Actively and productively contributing to small group assignments

This is a course component that the instructor will track holistically following each class session, by monitoring each student’s actions.

***2. Presentation of your Project Proposal (20%)***

You will present your committee-approved research proposal to the group a draft project proposal to the class group on ***FEBRUARY*** 13th ***(MARK YOUR CALENDAR!!)***. This should include an overview of:

1. An introduction that provides the audience reader a clear overview as to why you are choosing to do this particular project,
2. A review the pertinent research literature,
3. Purpose of the study (or central research question[s]), and
4. Your planned methods, including a detailed description of:

* Your participants
* General procedures
* Your dependent variable
* (If applicable) your intervention
* Data collection tools, and
* How you will compile and analyze your data

***3. Completion of the Applied Project (60%)***

This course asks you to complete the Applied Project in an independent fashion. Your MPE committee serves as the primary source of support throughout the semester. The course instructor will also be available to provide counsel on issues related to the completion of the research project. Your committee will only be able to aid you if you maintain contact with its members. And while we will provide you with detailed feedback, you are the one who is responsible to for developing the proposal, executing the project and writing the project report.

The class sessions are aimed at ensuring that you are off to a good start with the project. The sessions will be interactive in nature. Be sure you organize your ALL course-related materials and documentation in a binder, such that you have easy access to anything related to the project. Bring this binder to class each session.

One suggestion way of organizing the binder is to use the following tabs:

1. Course Syllabus
2. Copies of materials distributed by course instructor
3. Data collection tools
4. Pertinent research literature (actual hard copies of articles you downloaded from the ASU Library databases)
5. Data
6. Project report drafts:
7. Peer review notes
8. Other

Be sure to bring all materials pertaining to the project to EVERY CLASS SESSION! This includes your project proposal (if you have already developed one, any data collection forms (e.g., pedometer data tracking forms; interview questions; observation forms; surveys & questionnaires, etc.)

Your committee will use the scoring guide (located at the end of the Course Syllabus) to assess the quality of your Applied Project. Review the scoring guide with care. This will help you see what the committee’s expectations are for completing this project successfully, and what your report will be assessed on.

You will note the various components of the research project will be assessed individually, in the written report as well as the poster. In the table below, you will note the subsection headers you are asked to use when drafting your project report and research poster:

|  |  |  |
| --- | --- | --- |
| ***Project section*** | ***Report*** | ***Poster*** |
| ***1. Introduction to Project*** | ✔ | ✔ |
| ***2. Review of Research Literature*** | ✔ | ✔ |
| ***3. Clearly stated Research Question(s) OR Purpose(s) of the Study Statement*** | ✔ | ✔ |
| ***4. Methods and Procedures*** | ✔ | ✔ |
| ***5. Results*** | ✔ | ✔ |
| ***6. Discussion/Interpretation of Results*** | ✔ | ✔ |
| ***7. Conclusion(s)*** | ✔ | ✔ |
| ***8. Implications For My Teaching/Program Practice?*** | ✔ |  |
| ***9. What I Learned About Doing Research*** | ✔ |  |
| ***10. Complete and accurate reference list included*** ***of all literature cited.*** | ✔ |  |

In the TEL 501 (Introduction to Research and Evaluation in Education) course you should have been introduced what these various project component mean (i.e., what they represent). You are encouraged to work with “Course buddy” in the class who can serve as peer reviewer for any drafts of the various sections of the report the drafts. This peer reviewer’s task is to help edit your writing for content, clarity, as well as grammar/spelling/punctuation.

***DUE DATE NOTICE:***

***PROVIDE HARD COPIES OF PEER-REVIEWED FINAL DRAFT REPORT TO BOTH OF YOUR M.P.E. COMMITTEE MEMBERS AND COURSE INSTRUCTOR ON OR BY MONDAY APRIL 23rd, 2012 5:00PM.***

***AS PER COLLEGE POLICY, YOU NEED TO ALSO UPLOAD YOUR FINAL DRAFT OF THE PAPER REPORT ON TO TK20 BY THIS DATE.***

***MARK YOUR CALENDAR!!!! ☺***

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| ***NOTE:***  BY THE SECOND CLASS SESSION, PROVIDE THE COURSE INSTRUCTOR WITH ***A SELF-ADDRESSED AND STAMPED ENVELOPE*** THAT IS BIG ENOUGH TO SEND YOU THE APPLIED PROJECT THAT WILL HAVE BEEN REVIEWED BY YOUR COMMITTEE. |

***4. Presentation of the Applied Project (10%)***

At the end of the semester, you will present your research project to an audience of Physical Education colleagues. This includes course peers, the ASU Physical Education faculty, our program’s doctoral students, and possibly other MLFTC Administrators. During this session you will present your project in Poster format.

The poster presentation serves as an opportunity for you to share the results of your project and your experience in completing the project to a larger audience. Your Poster will be assessed using the scoring guide provided in the back of this syllabus. THERE WILL BE AN OFFICIAL JUDGES PANEL THAT WILL SELECT THIS SEMESTER’S “OUTSTANDING POSTER PRESENTATION AWARD.” Thus, be sure that you review the scoring guide with care, so you will know what the specific focus will of the assessment.

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| **PREREQUISITE SKILLS/KNOWLEDGE UPON ENTERING THE COURSE** |

Students should only be in the PPE 593 course if they completed the TEL 501 course. In addition, you MUST HAVE thorough working knowledge and skills set for:

1. Using Microsoft Word; -Excel, -PowerPoint, and
2. Using the electronic data-based search engines in ASU’s Library system.
3. Reading research papers.

MS Excel is especially critical for compiling and analyzing quantitative data (e.g., descriptive statistics such as means and standard deviations; running correlations, t-tests, and F-tests).

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| **COURSE EVALUATION *(i.e., Student Performance Assessment)*** |

Through your active participation and performance on the course assignments, you will earn points toward a final course grade. The breakdown of assignments and tasks as well as the accompanying grading scale are shown below.

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| ***Course component*** | ***Possible Pts.*** | ***Pts. Earned*** |
| 1. Professional Behavior | 10 |  |
| 2. Project Proposal Presentation | 20 |  |
| 3. Project report | 60 |  |
| 4. Poster Presentation | 10 |  |
| ***Total*** | ***100*** |  |

***ASU employs the following grading scale:***

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| --- | --- | --- |
| *Grade* | *Graduate Definition* | *Value* |
| A | Excellent | 4.00 |
| A- |  | 3.67 |
| B+ |  | 3.33 |
| B | Good | 3.00 |
| B- |  | 2.67 |
| C+ |  | 2.33 |
| C | Passing | 2.00 |
| D | No Graduate Credit | 1.00 |
| E | Failure | 0.00 |
| I | Incomplete | — |
| NR | No Report | — |
| P | n/a2 | — |
| W | Withdrawal | — |
| X | Audit | — |
| Y | Satisfactory | — |
| Z | Course In Progress | — |
| XE | Academic Dishonesty | 0.00 |

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| ***Total Course Grading Scale*** | |
| 94% - 100% = A | 77% - 79.9% = C+ |
| 90% - 93.9% = A- | 74% - 76.9% = C |
| 87% - 89.9% = B+ | 70% - 73.9% = D |
| 84% - 86.9% = B | 67% - 69.9% = E |
| 80% - 83.9% = B- |  |

***Guidelines for success***

***1. How to find the needed research papers for your review of background research literature . . .***

You are encouraged to use the research databases that are readily available through the ASU Library. BE SURE THAT YOU USE MyASU TO GET TO THE ASU LIBRARY SEARCH ENGINES. (This will allow you to do your searches from anywhere)

Use the following search engines include:

1. Google Advanced Scholar
2. SportDiscus
3. EBSCO Host
4. Physical Education Index

***Be sure you also review the reference lists in the individual papers that you review as well as a way of finding additional research papers.***

***2. Writing high-quality papers . . .***

Becoming a good writer takes practice. Be sure to take every opportunity to further hone your skills in writing, as you will be expected to communicate effectively through your writing. The following are just some very basic strategies that you can employ to hone your writing skills:

1. Always group the background literature for this project around common themes or topics.
2. Always make sure you provide the reader with a strong introduction to the main topic of the paper. The introduction should be like a roadmap for the reader that shows where you will take the reader, what the reason is for writing the paper (No . . . do not write “because dr. van der Mars made me do it . . . ☺
3. Explain what sub-topics or themes are that will be discussed.
4. When you read other people’s published papers look and see how they organized their thoughts and ideas.
5. Be sure you read the scoring guide that will be used to assess your final draft.
6. Well-written papers usually make good use of headers and sub-headers. This helps create structure and clarity in your writing (and thus for the reader as well!).
7. Be sure that when you change to a different point, thought, or topic, that you do so by starting a new paragraph. Paragraphs should have clear opening and closing thoughts/points.
8. Keep sentences short (Suggested ballpark length . . . About one and a half line to two lines).
9. Review papers are always written in past tense.
10. Avoid mixing singular and plural use (e.g. “When **a teacher** has trouble with management of students, **their** typical approach includes . . .”).
11. The word “data” is plural. Thus, be sure you write “data were collected . . . “ or data were analyzed . . .”
12. “Data” or “research” or “studies” are inanimate objects . . . They cannot “suggest” or “indicate” . . . It is the people who conducted the research who can suggest.
13. Use peer review often. It does not matter if it is the whole paper or just sections of a paper. Connect with a person in the course who can help you in reviewing the quality of writing. It will help you (and the peer reviewer too!) become a better writer.

***3. Designing Effective Poster Presentations . . .***

For most people (including youth and adults), public speaking is the number one fear in life. Poster presentations have become a popular alternative means of publicly displaying the results of research projects.

Posters are intended to tell your story of your project to the reader (much like a book), but in a much more condensed manner. The question is “How can you capture the attention from the persons reading the poster?”

As with everything, the posters used in sharing research results, are not all created equal. There are several key strategies you can employ to ensure that your poster (to be presented publicly on Dec. 12) is of high quality. Following are the key strategies:

1. **Planning:** Poor posters are most always the result of poor planning and starting late in designing the poster. MAKE SURE THAT YOU REVIEW THE SCORING GUIDE USED FOR ASSESSING THE QUALITY OF THE POSTER, TO SEE WHAT NEEDS TO BE INCLUDED.
2. **Layout:** The key here is that research posters should be ***low on text and high on graphics*** (e.g., Tables, graphs, and photos). ***Rule of thumb: The less text, the better.***
3. **Use Bullets:** Written information is conveyed in bullet format. ***At all cost***, avoid paragraphs of text.
4. **Large Letter size:** Remember that the reader will be at a distance that requires larger point-sized lettering. Normal written text is generally written in 12-point font (as in this syllabus). Posters require at least 48-point for headers and 36-point font for regular text.
5. **Use headers:** Headers are an easy way of grouping information. It separates the different part of the research report (i.e., Introduction; Research Question(s); Methods; Participants; Data Collection; Results; Discussion; Conclusion).
6. **Visual Appeal**: Use color, consistent text font, spacing, and, if at all possible, use photographs of your participants in action as part of the project.
7. **Author and project title**: Since you will be presenting your poster at the same time with several other presenters, you will want to clearly show which poster is yours. Therefore, be sure you have the complete title of your project and your own name prominently displayed across the top of the poster.

Things to avoid when preparing your poster:

1. Procrastinate . . . ,
2. Procrastinate . . . , and
3. Procrastinate.

Specific PowerPoint features to avoid AT ALL TIMES as well are:

1. Drop-shadow effects of any kind
2. Transparency effects on shapes and text boxes
3. 3D effects such as embossing

The rule of thumb is to keep your poster design simple. Remember that you are telling a story. The goal is to present your project clearly and in an attractive manner. Furthermore, it is my hope that you will produce a project that is worthy of presentation at the next AzAHPERD State Convention.

***3. Printing your Posters . . .***

You will be provided several PowerPoint Poster templates during the semester. You are expected to use one of these for your presentation. Following are some specifics related to preparing and printing the poster:

1. Be sure you develop a draft and have it reviewed by someone in the course ***BEFORE (!)*** you take to have it printed.
2. The cost for the printing is $36.00.
3. The poster’s ink is water-soluble, so be sure to not get it wet!!
4. Use pushpins or tape to put the poster up on the wall
5. The Poster size should be exactly 3 by 4 ft. (landscape).
6. Depending on the class size and location of the poster presentation session, easels will be provided.
7. ***DO NOT*** MOUNT THE POSTER ITSELF ON POSTER BOARD!

Once you have prepared your initial draft of the poster (using one of the PowerPoint templates), have it reviewed by a second person BEFORE you have it printed. This person should check for issues related to content, layout, format, spelling, and grammar. Only after you have made the edits based on this draft review should you go and get the poster printed.

To get the poster printed, complete the following steps:

1. Name the PPT file as follows: Lastname-PPE593.
2. Double-check your poster size is exactly 3 x 4 ft.
3. FTP the file to: <http://print.asu.edu/file_upload>

-  Enter your email address.

-  In the subject line, please put the class – PPE593

-  In the message include your name and phone number

1. If you have any questions or need assistance with your poster file, please contact the ASU Print & Imaging Lab by email [print@asu.edu](mailto:print@asu.edu) or call 480-727-1636.
2. A back-up contact person is [Catherine.skoglund@asu.edu](mailto:Catherine.skoglund@asu.edu)
3. ***CRITICAL: Lead-time for printing is 3-5 days, AT LEAST!***
4. Pick up your poster in the Graphics Information Technology Lab in the Technology Center - Room 115. Their opening hours are: 8:30AM – 5:00PM.
5. BEFORE you leave the TECH 115, review the poster. At times, the conversion of the file from your computer to the one used to print the poster, may cause content to shift on the poster, or some content may not print at all.
6. Once you have confirmed that the poster printed correctly, pay either by check, debit card or credit card. (CASH IS NOT ACCEPTED!)

***CRITICAL NOTE:***

If you wait until three days before the Poster Presentation, you will not be getting the print job returned in time . . .

THUS, be mindful of providing sufficient lead-time for the print job . . .

You are not the only person who needs this work done.

The cost for the printing the poster will be $36.00.

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| ***Tentative Course calendar***  ***(subject to adjustment)*** |

**SESSION DATE CLASS LOCATION &TOPICS**

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1 Jan. 9 **SANCA 141**

* Student background information gathering.
* Brief course introduction.
* Brief review MPE Program requirements: Committee; Comprehensive written exam, application for graduation.
* Check homework: Three articles citation and p. # from APA manual
* Review Research process & concepts from TEL 501.

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***Out-of-class Tasks for next class:***

1. ***RE-REVIEW COURSE SYLLABUS; PROJECT ASSESSMENT SORING GUIDE.***
2. ***DEVELOP A COURSE BINDER***
3. ***PREPARE LIST OF QUESTIONS TO ASK DURING NEXT CLASS SESSION.***
4. ***BRING LARGE, SELF-ADDRESSED STAMPED ENVELOPE FOR PROJECT RETURN AT SEMESTER’S END.***

***STUDENT NOTES:***

2 Jan. 16 **SANCA 141**

***NO CLASS***

***MARTIN LUTHER KING HOLIDAY***

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1. ***REVISE/REFINE RESEARCH PROPOSAL.***
2. ***PREPARE LIST OF QUESTIONS TO ASK DURING NEXT CLASS SESSION.***
3. ***DEVELOP A LIST OF REFERENCES OF PAPERS THAT ARE PART OF THE REVIEW OF LITERATURE – IN A.P.A. FORMAT!! BRING LIST TO NEXT CLASS***

***STUDENT NOTES:***

**SESSION DATE CLASS LOCATION &TOPICS**

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3 Jan. 23 **SANCA 141**

* Review of ”Research Proposal” Components
* Proposal Presentation requirements
* Project progress check-in
* Discuss Students’ Research Questions.
* A.P.A. FORMAT
* Review of Literature: What is it?; Why is it important? How to find relevant articles? Where to look? Etc.

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***Out-of-class Tasks:***

***NOTES:***

***A. REVISE/REFINE RESEARCH PROPOSAL.***

***B. APPROVED PROJECT PROPOSAL (I.E., SIGNED BY BOTH (!) YOUR MPE COMMITTEE MEMBERS) DUE ON FEBRUARY 13TH 2012***

***STUDENT NOTES:***

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4 Jan. 30 **SANCA 141**

* Discuss methodological issues (e.g., types of research; data collection, etc.)
* Introduction to the variety of research methods (Qualitative, quantitative, survey, correlation, experimental, etc.).

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***Out-of-class Tasks:***

1. ***CONTINUE WORK ON PROJECT.***
2. ***REVIEW/REVISE DRAFT OF INTRODUCTION AND METHODS SECTION – WRITE IN PAST TENSE. MAKE AVAILBLE TO PEER AND M.P.E. COMMITTEE FOR DRAFT REVIEW.***

***STUDENT NOTES:***

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**SESSION DATE CLASS LOCATION &TOPICS**

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5 Feb. 6 **SANCA 141**

* Review of Project Proposal Presentation requirements
* Project progress check-in
* Introduction to data Collection: Surveys, Pedometers, etc.
* Question/Answer session
* Work on Project Report Draft

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***Out-of-class Tasks:***

1. ***CONTINUE DRAFTING REPORT (I.E., INTRODUCTION, PURPOSE OF THE STUDY, METHODS, RESULTS, DISCUSSION, CONCLUSION SECTION)***
2. ***COMPLETE REFERENCE LIST OF ALL REFERENCES USED IN THE LITERATURE REVIEW (APA FORMAT REQUIRED!).***
3. ***BE SURE YOU KEEP BOTH (!) YOUR M.P.E. COMMITTEE MEMBERS ABREAST ON ANY PROBLEMS THAT YOU MAY RUN INTO, OR QUESITONS THAT YOU MAY HAVE. THEY SHOULD BE “IN THE LOOP” AT ALL TIMES.***

***STUDENT NOTES:***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6 Feb. 13 **SANCA 141**

* Project Proposal Presentations
* Time Permitting: Work on Project Report Draft

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***Out-of-class Tasks:***

1. ***CONTINUE DRAFTING REPORT (I.E., INTRODUCTION, PURPOSE OF THE STUDY, METHODS)***

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7 Feb. 20 **SANCA 141**

* Project progress check-in
* Procedures to be used to collect data (How, What, When).
* Data Collection Tools (which tool? validity? Age-appropriateness? User-friendliness)
* Work on Project Report Draft

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***Out-of-class Tasks:***

1. ***CONTINUE DRAFTING REPORT (I.E., INTRODUCTION, PURPOSE OF THE STUDY, METHODS)***

**SESSION DATE CLASS LOCATION &TOPICS**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

8 Feb. 27 **SANCA 141**

* Project progress check-in
* Work on Project Report Draft

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***Out-of-class Tasks:***

1. ***CONTINUE DRAFTING REPORT (I.E., INTRODUCTION, PURPOSE OF THE STUDY, METHODS, RESULTS)***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9 Mar. 5 **SANCA 141**

* Project progress check-in
* Introduction to data analysis
* Presenting your results (narratives, tables vs. graphs)
* Work on Project Report Draft

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***Out-of-class Tasks:***

1. ***CONTINUE DRAFTING REPORT (I.E., INTRODUCTION, PURPOSE OF THE STUDY, METHODS, RESULTS, DISCUSSION, CONCLUSION SECTION)***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10 Mar. 12 **SANCA 141**

* Project progress check-in
* Introduction to data analysis (continued, if necessary)
* Developing quality posters.
* Review of Poster format expectations (see scoring guide)
* Work on Project Report Draft

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***Out-of-class Tasks:***

1. ***CONTINUE DRAFTING REPORT (I.E., INTRODUCTION, PURPOSE OF THE STUDY, METHODS, RESULTS, DISCUSSION, CONCLUSION SECTION)***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SESSION DATE CLASS LOCATION &TOPICS**

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11 Mar. 19 **SANCA 141**

**NO CLASS**

**SPRING BREAK**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

12 Mar. 26 **SANCA 141**

* Project progress check-in
* Peer review of the Project report draft
* Work on Project Report and Poster Draft

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***Out-of-class Tasks:***

***NOTES:***

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13 Apr. 2 **SANCA 141**

* Project progress check-in
* Peer review of the Project report draft
* Work on Project Report and Poster Draft

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***Out-of-class Tasks:***

1. ***COMPLETE INITIAL POSTER DRAFT.***
2. ***BEFORE THE FINAL PRINTING OF THE POSTER (!) HAVE A PEER REVIEW YOUR POSTER DRAFT CONTENT AND LAYOUT***
3. ***MAKE FINAL CORRECTIONS***
4. ***PRINT THE POSTER***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14 Apr. 9 **SANCA 141**

* Project progress check-in
* Peer review of the Project report draft
* Work on Project Report and Poster Draft
* Project progress check-in

**REMINDER:**

**Final draft of Applied Project Report Is Due to MPE Committee on April 23rd, 2012 @ 5:00PM!**

***Submit an electronic copy AND a hard copy to each committee member***

**SESSION DATE CLASS LOCATION &TOPICS**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

15 Apr. 16 **SANCA 141**

* PEER REVIEW OF POSTER DRAFT
* REVIEW OF POSTER PRESENTATION PROCESS

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***Out-of-class Tasks:***

1. ***PRINT THE POSTER***

16 Apr. 23 **SANCA 141**

* APPLIED PROJECT REPORT SUBMISSION
* Tie up loose ends on report
* Q/A on Poster Presentation session

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***Out-of-class Tasks:***

1. ***PICK UP THE POSTER FROM PRINTER***

17 Apr. 30 **Poster Presentation** (Final Exam Week)

* ***LOCATION: SANCA 141***
* ***Date: Monday***
* ***Time: 4:50 – 6:50PM***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PPE 593: Applied Project Proposal Presentation Scoring Guide**

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date presented: \_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_/ 10

Committee Members (circle members): Darst Kulinna Pangrazi van der Mars

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary**  **4** | **Meets Standard**  **3** | **Developing**  **2** | **Poor**  **Unacceptable**  **1** |
| Presentation is very clear, complete, well laid-out.  Slides are excellent.  Response to audience questions demonstrates depth of plan and knowledge | Presentation is very clear, complete, well laid-out.  Slides are well laid out with few-if any errors.  Response to audience questions demonstrates depth of plan and knowledge | Presentation adequate. Info is there, but still lacks detail and/or clarity.  Slides are good in terms of layout, clarity, and Some writing errors.  Responds to audience questions, but may lack depth of knowledge | Presentation is incomplete or very unclear. Sections are left out. Description is difficult/to impossible to follow.  Slides are difficult to read or have spelling grammar errors.  Has difficulty or cannot respond at all to any audience questions. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Applied Project**  **Report Section** | **Exemplary**  **4** | **Meets Standard**  **3** | **Developing**  **2** | **Evidence Missing**  **1** |
| 1. ***Identify the M.P.E. Committee Members*** | YES | | NO | |
| ***2. INTRODUCTION to Project Topic including your Review of Lit.*** *(Cite all lit. sources)* |  |  |  |  |
| ***3. Research Question(s)/Purpose(s) of the Study*** *(This should flow from the introduction).* |  |  |  |  |
| ***4. Methods-PARTICIPANTS & SETTING*** *(e.g., students’ and school’s demographics, background, type of school, FRL %, etc.)* |  |  |  |  |
| ***5. Methods-DEPENDENT VARIABLE*** *(what is/are your target variable(s)/behavior(s)* |  |  |  |  |
| ***6. Methods- INTERVENTION*** *(If experimental, describe how your intervention will look – type, duration, when, etc.)* |  |  |  |  |
| ***7. Methods-PROCEDURES*** *(i.e., general steps you will take to implement the various steps of the project)* |  |  |  |  |
| ***8. Methods-DATA COLLECTION*** *(Show/explain what tools you will use to collect data-e.g., show the survey, gadgets such as Pedometers, interview questions, etc.)* |  |  |  |  |
| ***9. Methods-DATA ANALYSIS*** *(show how you will analyze the collected data)* |  |  |  |  |
| ***10. Quality of slides and presentation*** *(i.e., spelling, grammar; organization; use of sub-headers, clarity, flow, readability, etc.)* |  |  |  |  |
| ***OVERALL PROJECT SCORE OUT OF 10 pts.*** | | | |  |

**PPE 593: Physical Education Applied Project Scoring Guide**

Each of the project sections listed on the next page will be scored using the following scoring guide

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary**  **4** | **Meets Standard**  **3** | **Developing**  **2** | **Evidence Missing**  **1** |
| ***Project section . . .:***  . . . shows thorough and effective application of advanced knowledge and skills in conducting a small research project.  . . . has all key information presented is thorough; has detail and depth.  . . . is very well organized, through effective use of sub-headers, paragraphing, etc. | ***Project section . . .:***  . . . reflects an acceptable and demonstrates basic understanding of the research process.  . . . has virtually all needed key information with acceptable level of detail.  Organization is acceptable, as reflected in how thoughts and ideas are presented thorough use of sub-headers, paragraphing, etc. | ***Project section . . .:***  . . . shows only a rudimentary level of application of advanced knowledge and skills.  . . . has key information is missing in several places.  . . . organization is marginal as reflected in incomplete thoughts, flip-flopping, redundancy poor use of sub-headers, and /or paragraphing. | ***Project section . . .:***  . . . is missing altogether, or shows poor/sloppy application of basic research skills and knowledge..  . . . has key information is missing in several places.  . . . is organized very poorly, as show in unfinished thoughts, extensive flip-flopping, redundancy, poor use/lack of subheaders, and/or paragraphing |

**PPE 593: Physical Education Applied Project Scoring Form**

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date assessed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_/ 60

Committee Members (circle members): Kulinna Pangrazi van der Mars

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Applied Project**  **Report Section** | **Exemplary**  **(4)** | **Meets Standard (3)** | **Developing(2)** | **Evidence Missing (1)** |
| ***1. Introduction*** *(what led you to doing this particular project? Why is this important to study?)* |  |  |  |  |
| ***2. Review of Research Literature*** (this review should focus on the research that has been completed! Textbooks are not considered research). |  |  |  |  |
| ***3. Clearly stated Research Question(s) OR Purpose(s) of the Study Statement*** (i.e., it aligns with introduction and lit. review) |  |  |  |  |
| ***4. Methods and Procedures*** *(i.e., Participants & Setting (your school/classroom); Ethical Considerations; Dependent Variable(s); Data collection tools; Procedures; Intervention [if applicable]; Data Analysis)* |  |  |  |  |
| ***5. Quantitative and/or Qualitative Results***(i.e., descriptive statistics; test for relationships/differences [e.g., Pearson correlation, t-test]; themes; use of graphic displays) |  |  |  |  |
| ***6. Discussion/Interpretation of Results-Outcomes*** (i.e., Links results back to previous research; Explains why the results came out the way they did; Acknowledges the project’s limitation(***s)*** |  |  |  |  |
| ***7. Implications for Practice?*** |  |  |  |  |
| ***8. Conclusion(s)*** *(i.e., the central take-away message[s])* |  |  |  |  |
| ***9. What I learned about doing a formal research project*** *(i.e., What went well; Problems/obstacles encountered & solutions used; Looking back, what would you have done differently?)* |  |  |  |  |
| ***10. Complete and accurate reference list included*** ***of all literature cited.*** |  |  |  |  |
| ***11. Quality of writing*** *(i.e., spelling, grammar; organization; use of sub-headers, clarity, flow, readability, etc.)* |  |  |  |  |
| ***OVERALL PROJECT SCORE OUT OF 60 pts.*** | | | |  |

***PPE 593: Applied Project Poster Presentation Scoring Guide***

The required content of the poster is listed in the table below. The goal is to make the quality of the project such that it is worthy of presentation at the next AzAHPERD State Convention (October 2012). This offers an initial opportunity for you to demonstrate professional involvement by sharing your work with your professional colleagues.

***Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sport: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_ out of 20.***

Ranking:

0 = Not included, or very poor quality.

1 = Included, but with little depth or detail, no examples.

2 = Satisfactory explanation/presentation.

3 = Excellent / high quality explanation, including examples where appropriate.

|  |  |  |
| --- | --- | --- |
|  | ***Poster Component*** | ***Score*** |
| 1 | ***Introduction*** *(what led you to doing this particular project? Why is this important to study?)* |  |
| 2 | ***Review of Literature*** (this review should focus on the research that has been completed! Textbooks are not considered research). |  |
| 3 | ***Clearly stated Purpose(s) of the Study Statement OR Research Question(s)*** (i.e., it aligns with introduction and lit. review) |  |
| 4 | ***Methods and Procedures*** *(i.e., Participants & Setting (your school/classroom); Ethical Considerations; Dependent Variable(s); Data collection tools; Procedures; Intervention [if applicable]; Data Analysis)* |  |
| 5 | ***Quantitative and/or Qualitative Results***(i.e., descriptive statistics; test for relationships/differences [e.g., Pearson correlation, t-test]; themes; use of graphic displays) |  |
| 6 | ***Discussion/Interpretation of Results-Outcomes*** (i.e., Links results back to previous research; Explains why the results came out the way they did; Acknowledges the project’s limitation(**s)** |  |
| 7 | ***Implications for Practice?*** |  |
| 8 | ***Conclusion(s)*** *(i.e., the central take-away message[s])* |  |
| 9 | ***Quality of writing*** *(i.e., spelling, grammar; organization; use of sub-headers, clarity, flow, readability, etc.)* |  |
| 10. | ***Presenter’s verbal explanation of the project and/or responses to questions from the person viewing the poster*** *(i.e., poise, clarity, depth of knowledge, etc.)* |  |
|  | ***TOTAL SCORE*** |  |

***General Comments:***

**A Word or Two About Academic (Dis)honesty**

All students enrolled in PPE 593-Applied Project are advised that Arizona State University (ASU) has policies and procedures in place to handle instances of academic dishonesty on the part of students. In cases where you are found to engage in dishonest behavior in any form (e.g., in writing papers, developing class projects, taking exams, etc.) published University Policies will be followed. ASU’s Student Code of Conduct and Student Disciplinary Procedures relative to academic dishonesty are published at the following web link:

http://www.abor.asu.edu/1\_the\_regents/policymanual/chap5. (This link accesses CHAPTER V, “CAMPUS AND STUDENT AFFAIRS.”). The Student Code of Conduct and Student Disciplinary Procedures may also be obtained from the Office of the Dean of Students.

“Academic dishonesty” is an intentional act of deception in one (or more) of the following areas:

Cheating - use or attempted use of unauthorized materials, information, or study aids.

Fabrication - falsification or invention of any information.

Assisting - helping another commit an act of academic dishonesty.

Tampering - altering or interfering with evaluation instruments and documents.

Plagiarism - representing the words or ideas of another person as one's own.

The penalty for acts of academic dishonesty ranges from a grade of "F" for the assignment or test to expulsion from the course, academic major, or college. Violations of academic dishonesty in this class will be dealt with in accordance with University policy. If the nature of academic dishonesty is unclear to you, please contact your instructor or consult the information provided on ASU Student Code of Conduct website:

<http://www.abor.asu.edu/1_the_regents/policymanual/chap5> .

In an effort to have you reflect on and recognize what it means to do your best possible work and

be assured that it is truly your work, I ask you to read, sign, and submit the following honor code pledge:

***I, (PRINT your name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pledge that my work in all my***

***course work while enrolled in the Master’s of Physical Education (M.P.E.) Program will be***

***valid, that my work will be absolutely honest, that it will be my work that I created, and I will***

***respect others' property by giving credit. I realize that these standards are an integral part of***

***academic life and personal worth.***

***Furthermore, when others aim to violate this pledge I will respond appropriately.***

***Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_***

**Please answer the questions on the following page as well**

Name?

Phone? (Both home and Cell; in the unlikely event of an emergency)

Complete and correct ASU email address?

What (if any) sports do/did you coach?

Any diagnosed disability or physical limitation(s) that I need to be aware of?

***(If you prefer to discuss this privately, at an appropriate time in the next few days that is fine!)***

What do you do for fun/leisure?

Please, tell me something unique/noteworthy about yourself that few other people (if any) know.

**After you complete this, please submit this page to the Course Instructor.**