MMED790 Music Education Thesis Development
Summer 2015

Instructor
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Required Texts/Materials
Inquiry in Music Education: Concepts and Methods for the Beginning Researcher
Hildegard Froehlich and Carol Frierson-Campbell
Routledge, New York 2013

PRE-ASSIGNMENT
For the beginning date of this course - July 27, 2013 - please read the text listed above.
You are to read the following sections/chapters and outline in your own style and format:
Introduction
Part 1: Chapters 1 through 4
Part 2: Chapters 5 through 8 and 13 and 14
You should be outlining BIG IDEAS and key information/concepts/content to refer to during the course.
Please bring a printed copy of your outline with you each day to class. It will be collected and assessed for depth of reflection and documentation.
*In some sections there are questions that end a chapter, and/or exercises that the authors have you reflect upon. We will be using some of these throughout the week as we prepare and help each of you to begin to organize your thoughts for your project or thesis development.

Program Objectives
Students completing graduate music education coursework through The University of the Arts...
• Understand the essential tenets of music education
• Understand the importance of standards-based education, quality design and assessment strategies, and foundational teaching methods
• Demonstrate an understanding and application of the four domains of professional practice through quality teaching and musicianship
• Communicate and collaborate with peers in diverse musical environments and school communities
• Are creative and innovative musicians who share these musical strengths with their learners through teaching
• Understand the diverse cultural, communal, and learning needs of 21st century students

Course Description
The Music Education Thesis/Project is the culmination of learning and professional growth established as an outcome of MM studies in Music Education and demonstrates mastery of the course of study through a well-designed and developed thesis. This final product is to be designed and focused to achieve outcomes that are based upon the synthesis of understandings acquired from courses in the content coursework, and through knowledge gained from the Foundational courses. The student’s synthesis of knowledge and skills will be exemplified through the creation of an original, creative, and thoughtful presentation.
This course is not repeatable for credit.
Student Learning Outcomes

Course Goals/Outcomes
1. To critically reflect, design, and develop a potential topic for the graduate project/thesis.
2. To understand and utilize proper research methods and techniques.
3. To gain an understanding of sound writing practices in the MLA style.
4. To understand the appropriate modes of presentation delivery of the project/thesis.

Major Learning Objectives
1. To reflect, brainstorm, and begin the design and organization of a potential graduate project/thesis topic in consultation with peers, colleagues and division head for music education and through self-reflection.
2. Students will know and be able to find and use appropriate research methods, techniques, and resources to support the development of their graduate project/thesis.
3. Students will gain the capacity to utilize sound writing and presentation techniques.
4. Students will gain the capacity to properly write in the MLA style.

Grading Criteria and Assessment Methods

Course assessment, evaluation and grading is based upon three factors: (1) the completion of the pre-assignment, (2) active engagement in daily course studies and (3) in the completion of the final assignment/post-assignment.

Below is the rubric that will be utilized by faculty to assess and evaluate students in these three categories of learning and understanding.

*Please note that pre-assignment and final/post assignments should be included in the course outline at the end of this syllabus.*

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<thead>
<tr>
<th></th>
<th>Basic</th>
<th>Average</th>
<th>Superior</th>
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<tr>
<td>Pre-assignment</td>
<td>Provides basic/unsatisfactory content and concepts in preparation for this course.</td>
<td>Accurately identifies content and concepts relevant to this course.</td>
<td>Demonstrates a deep understanding and preparation of content and concepts relevant to this course.</td>
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<td>During class</td>
<td>Fails to actively engage in course content, application, and engagement of daily coursework.</td>
<td>Engages actively in course content and application of concepts in daily coursework.</td>
<td>Demonstrates a thorough and deep engagement in course content, application and understanding of daily coursework.</td>
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<td>formative</td>
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<td>assessments</td>
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<td>Final/Post-</td>
<td>Does not adequately complete the final assignment. Assignment may have been submitted late. Poor organization and lack of depth of knowledge evidenced.</td>
<td>Final assignment/post-assignment evidences appropriate structure and organization, understanding of course goals and outcomes. It is submitted on time.</td>
<td>Final assignment/post-assignment is fluid and engaging. It is organized, well structured and clear, and evidences a deep understanding and application of course goals. It is submitted on time.</td>
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<td>assignment</td>
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The Grading Policy can be found in the Course Catalogue.

Academic Integrity Policy

A primary tenet of this course is to prepare students for professional responsibilities as teachers. The timely arrival to class as well as the daily preparation and engagement in course studies is essential.

University policy on Academic Integrity may be found in the UArts catalog.

If students are not clear about what constitutes plagiarism, you might recommend *Introduction to Research and Documentation* available on the University Libraries website.
Absences
Due to the compressed nature of the five-day intensive course structure, absences from class will not be accepted. Students who arrive late to class or leave early will be held accountable for missed time through additional assignments to be completed outside of course hours.

Technology
Policies on Technology may be found in the Course Catalogue.

Class Format
All summer music studies courses that meet in-person are five-day intensive courses typically running for 8 hours per day. Students are responsible for preparation of materials, for engaging in course content as per the course description, and in being responsive to completion of pre and post coursework as detailed in the course outline. Courses offered online may be in a different format and may run for a longer amount of time, specific to the needs and intents of the course content.

Educational Accessibility
Students who believe they are eligible for course accommodations under the ADA or Section 504 or have had accommodations or modifications in the past, should contact the Office of Educational Accessibility at 215-717-6616 or access@uarts.edu to arrange for appropriate accommodations and to obtain an accommodations letter, if applicable. Faculty can provide course accommodations/modifications only after receipt of an approved accommodations letter from the Office of Educational Accessibility. Accommodation letters can be provided to qualified students at any time during the semester, but grades earned before the letter is received by the faculty cannot be changed.

Course Outline
All syllabus are subject to change.

Introduction, Review of Course Syllabus and Course Expectations

Part 1: Entering the World of Questioning:
The Spiral and Modes of Inquiry: Options, Choices, and Initial Decisions
Finding and Mapping Sources of Information
Reading and Thinking in Conceptual Frames
Toward a Rationale and Research Plan: Writing a Contract with Yourself

Part 2: Methods of Inquiry:
Approaches in the Philosophical Mode of Inquiry
Historical Inquiry: Getting Inside the Process
Purposes and Questions in Qualitative Research
Selected Procedures for Gathering, Analyzing and Reflecting on Qualitative Data

Part 3: Tools
Tools for Data Gathering: Basics of Content and Construction
So What? Interpreting and Sharing Your Findings

Part 4: Research Methods
An overview of what it means to conduct research in the field of music education, samples of ways in which research in music education is done, and resources of (1) ways to go about research and (2) online tools that currently house research that has been conducted that will be of value to support the project or thesis.
Part 5: Writing Methods
An overview of the styles and formats of writing a research-based paper in the MLA style; how to properly cite works, how to properly acknowledge and format documentation, and other technical capacities and aspects of the project and/or thesis development.

Part 6: Presentation and Defense Methods
An overview of the tools that can be employed during presentation and defense of the graduate project/thesis