MMED 790 Thesis/Project Development - Summer 2018

Instructor: **Dates:** July 16 - July 20, 8:30am-4:30pm
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Course Description:
The music education thesis is the culmination of learning and professional growth established as an outcome of M.M. 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.*

Required Text/Materials:

Text: Students will purchase the following text in order to complete the course pre-assignment.
The instructor will not provide it.

Froehlich, H. & Frierson-Campbell, C., (2013). *Inquiry in Music Education: Concepts and Methods for the Beginning Researcher*, New York, NY: Routledge.

Materials:
- Computer with audio & video input
- Access to Google Classroom using your UArts email
- Microsoft office & presentation tools

Pre-Assignment:
Please read the following sections/chapters and outline in your own style and format:
- Introduction
- Part 1: Chapters 1 - 4
- Part 2: Chapters 5 - 8, Chapter 13, and Chapter 14

Outline 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.
The outline will be collected and assessed for depth of reflection and documentation.

*In some sections there are questions and topics for reflection. Some of these will be used throughout the week as we prepare and help each of you begin to organize your thoughts for your project or thesis development.

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.

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
- Demonstrate the application of pedagogical and methodological means to teach music and employ effective teaching methods
- Utilize technology in diverse ways as a teacher and in support of student learning
- 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

Student Learning Outcomes

Course Goals:
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. Students will reflect, brainstorm, and begin the design and organization of a potential graduate project/thesis topic in consultation with peers, colleagues, and the instructor 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 using APA format.

Class Format

This course will meet in-person for five consecutive days, Monday, July 16 - Friday, July 20, 8:30am-4:30pm. 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.

Daily Schedule *(May change slightly given our tasks)*

8:30-10:00am	Block 1
10:00-10:15am	Break
10:15-12:00pm	Block 2
12:00-1:00pm	Lunch
1:00-2:30pm	Block 3
2:30-2:45pm	Break
2:45-4:30pm	Block 4

Course Outline   (*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 APA 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 tools that can be employed during presentation and defense of the graduate project/thesis

Grading Criteria and Assessment Methods (The Grading Policy can be found in the Course Catalogue.)

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. The following rubric will be used to assess and evaluate students in these areas of learning and understanding.

	Basic	**Average**	**Superior**
Pre-assignment	Provides basic/unsatisfactory content and concepts in preparation for this course.	Accurately identifies content and concepts relevant to this course.	Demonstrates a deep understanding and preparation of content and concepts relevant to this course.
During class formative assessments	Fails to actively engage in course content, application, and engagement of daily coursework.	Engages actively in course content and application of concepts in daily coursework.	Demonstrates a thorough and deep engagement in course content, application and understanding of daily coursework.
Final/Post-assignment	Does not adequately complete the final assignment. Assignment may have been submitted late. Poor organization and lack of depth of knowledge evidenced.	Final assignment/post-assignment evidences appropriate structure and organization, understanding of course goals and outcomes. It is submitted on time.	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.

Course Assignments:
1. Pre-Assignment outline
2. Textbook readings
3. Additional readings as posted in Google Classroom
4. Research study review
5. Observation and narrative writing exercise
6. Daily journal entry
7. Final reflection and "next steps" list

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 you are not clear about what constitutes plagiarism, please refer to the *Introduction to Research and Documentation* available on the University Libraries website.

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

Disability Services
Any student eligible for and requesting academic accommodations due to a disability should provide an Accommodation Form from Disability Services within the first two weeks of the semester.

Academic Integrity Policy
A primary tenet of this course is to prepare students for future professional responsibilities as teachers. The timely arrival to class as well as the weekly preparation of readings and completion of projects is essential. Throughout this course, students will gain an awareness of the four domains of professional responsibility for certified teachers as outlined by the Pennsylvania Dept. of Education: planning and preparation, classroom environment, instructional delivery, and professionalism. The awareness, modeling, and incorporation of these components are paramount to the academic integrity of this course. The application of these domains in our course will positively impact student growth and prepare future teachers for success in the classroom, school, district, and state in which they teach.

Violations of academic integrity are considered to be acts of academic dishonesty and include (but are not limited to) cheating, plagiarizing, fabrication, denying others access to information or material, and facilitating academic dishonesty, and are subject to disciplinary action. University policy on Academic Integrity may be found in the UArts catalog. If students are not clear about what constitutes plagiarism, please review A Guide to Research and Documentation; available on the University Libraries website.

Notice of Nondiscrimination
The University expressly prohibits any form of discrimination and harassment on the basis of race, color, national origin, religion, sex, gender, sexual orientation, gender identity, age, mental or physical disability, veteran status, or any other protected classification in accordance with Federal, state, and local non-discrimination and equal opportunity laws. If you have encountered any such form of harassment or discrimination, we encourage you to report this to the Title IX Coordinator and Diversity Administrator, Lexi Morrison, at lmorrison@uarts.edu.

Sexual violence, sexual harassment, intimate partner/dating violence, and other forms of sexual misconduct are considered forms of sex-based discrimination and are prohibited by University policy and by law. We encourage students to report any incidents of sexual misconduct by contacting the Title IX Coordinator at titleix@uarts.edu. For more information about options and resources available to those who may have been impacted by sexual misconduct, please visit www.uarts.edu/titleix.

Office of Educational Accessibility

UArts values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in all learning experiences. If you have or think you may have a learning difference or disability – including a mental health, medical, or physical impairment – that would impact your educational experience in this class, please contact the Office of Educational Accessibility (OEA) at 215-717- 6616 or access@uarts.edu to register for appropriate accommodations. Faculty can provide course accommodations/modifications only after receipt of an approved accommodations letter from OEA.