**CTMU 8950: Graduate Seminar in Music Education**

***SYLLABUS***

**Fall 2023**

**Instructor**: Nancy H. Barry, PhD – barrynh@auburn.edu – 334-844-4434 – 5002 Haley Center

**Texts or Major Resources:**

**Required Texts:**

Duckworth, A. (2016). *Grit: The power of passion and perseverance.* Scribner.

American Psychological Association (2019/2020). *Publication manual of the American psychological association* (7th Ed.). American Psychological Association.

**Additional course readings and videos** will be provided in Canvas FILES and through online links.

**Course Description:** Experience relating theory, practice, and/or research. This course is designed to provide advanced graduate students with cooperatively selected activities that will assist them in gaining expertise/experience within a selected area of theory, practice, and/or research activities. We also strive to support a community of scholars, helping doctoral students learn more about working as an advanced scholar and teacher leader in a higher education or K-12 setting.

**Course Objectives:**

Students will:

1. Work with their professor to select an appropriate topic of study related to their area of specialization in Music Education.
2. Work collaboratively with peers to support and provide constructive feedback in developing a scholarly project.
3. Prepare a proposal and timeline for completing project (initial timeline and proposal)
4. Prepare a reference list and/or annotated bibliography to accompany project, or other format as agreed in class.
5. Prepare materials, activities and discussions in seminar classes (powerpoints, papers, etc.)
6. Submit documentation of completed course activities.
7. Present and submit final product professionally documenting study over this semester (paper, presentation materials, etc.).

***Fall 2023 SEMINAR MEETING SCHEDULE (Wednesday and Thursday afternoon/evening via Zoom virtual meeting platform)***

* TBA pending student responses to scheduling polls
* Check Canvas and AU email daily for course announcements.

**Course Requirements/Evaluation:**

* Class Participation **(25%)**
  + Student participation is required for all class activities including responses during class discussions, surveys or polls, and any other online class activities. Active participation in a minimum of six (6) class meetings is required to earn full 25% credit.
  + If you have a professional or medical conflict and have to log in late, log in and are not able to participate actively, or are unable to join us for our Seminar meeting in real time, you may earn partial credit (up to 9 points) by: (1) informing the course instructor of your professional or medical conflict (email [barrynh@auburn.edu](mailto:barrynh@auburn.edu)); (2) uploading documentation of your conflict to the Participation Assignment in Canvas, (3) Viewing the video of any portion of our Seminar you missed (link will be provided via Canvas email), and (4) submitting a detailed typed summary of any missed portions of our seminar meeting via Canvas Assignments.
  + No submission required IF you login and actively participate in virtual class session with both audio and video. Just logging in with your video off or logging in with video and not actively participating during our virtual seminar meeting does not count.
* Quizzes over readings/course discussions and other assignments **(25%)**
  + topics TBA (will be available via Canvas Quizzes)
* Peer-Reviewed Publication OR Professional Conference Presentation submission **(25%)**
  + research or practitioner-based formal conference proposal OR article submission
  + Publication/Presentation Draft (5%)
    - Submit a mature draft of your publication/presentation for peer (classmates) and instructor review
  + Class Presentation (10%)
    - Share the content of your proposed publication or professional conference presentation in an engaging class presentation. Include appropriate visuals (such as a Power Point) to support your presentation (mini conference presentation).
  + Peer-Reviewed Publication OR Presentation Submission (10%)
    - Proposal MUST be submitted for publication or presentation in a professional, peer-reviewed venue (may be regional, national, or international) to receive credit for this assignment. Documentation of submission (not acceptance) is required.
    - Exact length and format of submission will vary according to requirements for the particular publication/presentation venue.
    - Evidence of submission (not acceptance) is required for course completion (e.g., copy of submission confirmation – typically an email or screen shot).
* Peer Writing Partner/Group Meetings **(25%)**
  + Topics TBA – may include Dissertation Proposal, IRB Protocol, Articles for Publication, Professional Conference Proposals, etc.
  + Minimum of six 1-hour meetings distributed across the semester
  + Documented in Canvas Assignments - Post schedule, objectives, meeting dates & times, and Zoom Cloud recording links

## Professionalism:

* ALL communication should be professional, including written and oral communication, with the professor and peers.
* Behaviors in live login classes should also be professional. Distracting behaviors (i.e., cooking, taking phone calls, having conversations with others in the room, watching television, actually teaching your own class, attempting to “be in live login class” without showing your video, excessive private messages with other students, etc.) demonstrate unprofessional behavior, and a lack of seriousness of purpose and respect for the course, your peers, and your professors.
* If I see you are not actively engaged, not “paying full attention” (i.e., doing one of the behaviors listed in the previous bullet, or similar), you may be removed from the Zoom room without warning and asked to watch the recorded video and post notes using the process listed above under “Attendance” to gain attendance credit.
* College of Education Policy: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
  + Engage in responsible and ethical professional practices
  + Contribute to collaborative learning communities
  + Demonstrate a commitment to diversity
  + Model and nurture intellectual vitality.

## Mental Health:

* If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student   
  Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide   
  comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling (334)844-5123 or by stopping by their offices on the bottom floor of Haley Center or the second floor of the Auburn University Medical Clinic.
* If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call 334.844.5123 to speak with someone. Additional information can be found at <http://wp.auburn.edu/scs>.

**Grading System:**

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

*Note: A grade below C is considered failing and a grade below B does not count for credit in graduate courses.*

It is the policy of Auburn University and of this instructor to accommodate special needs. Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with AU Office of Accessibility: <https://accessibility.auburn.edu/>

**AVOID PLAGIARISM!**

**ALL** quoted material (even very short phrases or keywords) MUST be identified within quotation marks and cited.

Extensive quoting of material in your writing is not acceptable. When using quotations is necessary, take care to provide in-text Reference Citations for **all** sources (including websites and sound recordings) throughout your paper AND in References. All papers for your university courses must be your original work.

**READ the helpful information at this link**: [Plagiarising, Quoting, Paraphrasing, Synthesizing - Nursing CAP Project - Subject Guides at Auburn University](https://libguides.auburn.edu/c.php?g=683337&p=4827756)

**Definitions of Plagiarism from the AU Academic Honesty Code**: (Links to an external site.)

1201.1.4 The submission of themes, essays, term papers, design projects, theses, and dissertations, similar requirements, or parts thereof that are not the work of the student submitting them. In the case of a graduate thesis or dissertation, submission is defined as the time at which the first complete draft of such is submitted to the major professor for review. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated into a paper, they must be appropriately acknowledged (such as using footnotes or in-text citations).

1201.1.5 Plagiarism is a violation. In simplest terms, ***plagiarism is stealing*** – using the words or ideas of another as if they were one’s own. For example, if another person’s complete sentence, syntax, keywords, or specific or unique ideas and information are used, one must give that person credit through proper documentation or recognition, as through the use of footnotes.