AUBURN UNIVERSITY
DEPARTMENT OF CURRICULUM AND TEACHING
COURSE SYLLABUS
SPRING 2010

Course Number: CTMU 7510/ CTMU 7516
Course Title: Research Studies in Music Education
Credit Hours: 3 Semester Hours
Prerequisites: Admission to Graduate School
Term: Spring 2010
Day/Time: Fridays, 1:00-3:50 (Central Time Zone) Haley Center 1474 (plus research poster session on campus for final exam)
Instructor: Dr. Kimberly C. Walls
Office Address: 5080 Haley Center
Contact Information: Dept. of Curriculum & Teaching, 5040 Haley Center, Auburn University, AL 36849 (334) 844-6892 kim.walls@auburn.edu (Please use Blackboard for course messages.)
Office Hours: Instructor will negotiate electronic office hours with students' schedules and will post hours for in-office phone or in-person meetings. If you leave a voice message, state your name clearly and enunciate the callback number clearly and slowly. Students may request additional office appointments. The instructor will generally check Blackboard email each afternoon, Sunday-Friday. If for some reason the instructor is not able to do so, students will be informed ahead of time. Please allow at least 24 hours for a response and do not use multiple message for the same inquiry. (For example, use ONE Blackboard email message OR ONE phone message.) The instructor will not respond to multiple versions of the same inquiry. Your question may be answered on the course discussion board if it may apply to other students.

Texts or Major Resources:

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th Ed.) Washington, DC: American Psychological Association. *(books available from Amazon.com Do not purchase the first printing…beware of used books.)*

Burton, D., & Bartlett, S. (2009). *Key issues for education researchers*. Sage Publications. *(available from www.sagepub.com)*

Salkind, N. J. (2007). *Statistics for people who (think they) hate statistics.* Sage Publications. *(available from www.sagepub.com)*

Membership in MENC (see www.menc.org)

Other readings available via AU Library (www.lib.auburn.edu), MENC's web site (www.menc.org), and Blackboard to include *Handbook of Research in Music Teaching and Learning, New Handbook of Research in Music Teaching and Learning, Journal of Research in Music Education, Bulletin of the Council for Research in Music Education, Music Education Research, Research Studies in Music Education, Music Therapy Journal, Contributions to Music Education Research,* and other research journals.

Course Description: Review, analysis and interpretation of available research in music education with emphasis on designing new research to meet the changing needs of school musicians.

Student Learning Outcomes: *The student will be able to:*

1. describe the conceptual aspects of research.
2. explain the need to understand the scientific process and development of an inquisitive mind.
3. develop a research purpose from topics pertinent to the field of study.
4. describe the relationship between the purpose and specific research questions/problems.
5. describe and interpret research based on historical, philosophical, and empirical modes of inquiry.
6. discuss research ethics and the imperative of ethical behavior in the community of scholars.
7. demonstrate knowledge concerning the details of writing dissertations, theses, and other research reports.

Course Content Outline:

The weekly schedule of topics and assignments will be posted at Blackboard.

Course materials and student-instructor and student-student interaction and feedback will be facilitated through Blackboard and Wimba LiveClassroom. Much of the lecture activity will be available asynchronously; students are required to view and post discussion of lectures according to the schedule posted at Blackboard. Discussion postings

and presentations will require the use of webcams and microphone/headsets. The instructor will be available for 2 hours on Fridays for "live" interaction. On-campus students will meet in person with the professor at those times and distant students will use webcams and microphone/headsets for interaction. The exact time of meetings will be negotiated via Blackboard postings. This combination of technologies will facilitate appropriate class activities of lecture, discussion, and individual interaction. See "Technology" below for more information.

Topics include:
* Selecting a Research Problem
* The Research Process
* Ethical Considerations
* Philosophical Inquiry
* Historical Research
* Descriptive Research
* Experimental Research
* Technology and Research

Assignments/Projects:

- **Class Participation (attendance, discussion)** (Outcomes 1, 2, 3, 4, 5, 6) Students will be penalized for unexcused absences. Additional information regarding attendance is provided below and in Class Policy Statements.
- **Weekly Assignments** (Outcomes 1, 2, 3, 4, 5, 6) Submit via Blackboard.
- **Two Exams** (Outcomes 1, 2, 3, 4, 5, 6, 7) Submit proctored exams via Blackboard. Additional information in Proctored Exam section below.
- **Qualitative Research Study Proposal** (Outcomes 1, 3, 4, 7) Submit IRB via Blackboard and present proposal via Wimba LiveClassroom slideshow and video archive.
- **"Pilot Study" of a Quantitative Research Project** (Outcomes 1, 3, 4, 7) Submit manuscript and IRB via Blackboard. Present poster and slideshow at poster session on campus.

Assignments and course requirements must be submitted in the format indicated by the instructor, including all parts listed, to receive credit. All materials should be cited in APA format and extensive quoting of material is not acceptable. The instructor reserves the right to assign a grade of 0 for any suggestion of plagiarism. Late submissions will lose 1 letter grade per 24 hours. (Example: an assignment is 23 hours late, so one letter grade is deducted.)

Class Participation. Students are expected to participate fully in all class activities and discussions. All students are expected to have occasional dialogue with each other through the class discussion board by responding to other student's postings. Discussion participation will be evaluated on frequency, professionalism, and scholarly content. The quality and frequency of participation will be assessed by a variety of means. In all cases, students are expected to be professional, considerate, and prepared to participate.

Attendance will also be graded. All students should be prepared, present (logged in, viewing video stream, prepared to interact in person or through audio and video) promptly at the beginning of class. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. During class meetings students are expected to refrain from computer activities other than taking notes, full-class discussion, assigned small-group discussions, and asking the professor questions (when appropriate). Browsing the web, instant messaging and email are considered off-task behavior during class meetings. The instructor reserves the right to disconnect distant students or ask campus students to leave class if their behavior is off-task.

All students are expected to check TigerMail and Blackboard communications regularly. Students are responsible for reading and responding to messages from the instructor in a timely, professional manner. Students who send questions in Blackboard mail or discussion board should provide enough information so that the instructor can understand the questions.

Weekly Assignments. Weekly assignments will be submitted by posting them to Blackboard. The instructor will explain each week's assignments and submission format.

Proctored Exams: Examinations will be administered through Blackboard and the Respondus Lockdown Browser at

midterm and during finals week. Students will be responsible for making sure that the Lockdown Browser works on their proctor's computer ahead of time.

To ensure academic honesty during quizzes, the following procedures will be used for distance students. An official proctor will be recruited by each student and confirmed by the Office of Distance Learning Student Services at the beginning of the course. Students will provide all data needed to contact the proctors via e-mail, phone and fax. The proctor must be a dean, department head, military education officer, or school principal with e-mail and a fax machine. The person cannot have a vested interest in the student's success in the program. The proctor must have face-to-face access to the student to oversee the student's examination.

The exams will be administered through Blackboard. Students must log on to Blackboard to take the exam during a face-to-face meeting (planned according to their schedules) with the proctor who will administer the test to the student. The student may log on to the exam only once. The proctor must physically observe this examination process, as it will occur with the student responding to items via computer. The test-taker and proctor will sign a one-page document stating that the student properly followed the rules of academic honesty in the examination and observed by the proctor. This statement will also include the date and time that the test began and the time that it ended. The statement will also include photocopied copies of the photo I.D. of each party. The statement will be faxed to the Music Education Distance Learning Office. This procedure will be carried out each time there is an exam.

Proctor verification forms and test verification forms are available from the course Blackboard site. Fax forms to the Music Education Distance Learning Office at 334-844-4735.

Qualitative Research Proposal: The qualitative research proposal is presented at midterm. Students will prepare a slideshow according to guidelines given in class and make a 10-minute presentation of the proposal either in person or through LiveClassroom. Students will also submit a pdf or doc file of the first section of a Human Subjects approval form.

"Pilot Study" of Quantitative Research Project: Each student will develop and conduct a "mini" research study based upon an area of interest in music education. All topics are subject to instructor approval. In addition to a journal manuscript they will present a poster and slideshow at the on-campus poster session.

Guidelines for "Pilot Study" Journal Manuscript:

Length: approximately 10 - 25 typed, double-spaced pages each, APA 6th Ed. format.

Outline:

I Cover Page and Abstract

II Introduction (Why?) (include a appropriate references)
- Brief background
- Discussion of the problem
- Need for the study
- Research Questions

Review of the Literature (Must include references to at least six articles, including two dissertations, and two research articles.)

III Methods (Who? Where? When? How?)
- Research Design
- Subjects
- Setting
- Instrumentation
- Data Analyses

V Results (What did you find out?)
- Statistical reporting for each research question

VI Discussion (So what? What does it mean? What difference does it make?)

VII References (Use APA format)

VIII Appendices (forms, questionnaires, etc.)

Library Access: All students have access to library resources and materials on reserve through the AU Library website: www.lib.auburn.edu. The Music Subject Guide page and the Music Subject Librarian, Ms. Liza Weisbrod, are available through the website, email, chat, and telephone.

Rubric and Grading Scale:

35% Class Participation and Weekly Assignments (Additional information regarding attendance is provided above and in Class Policy Statements.)
30% Two Exams
15% Qualitative Research Study Proposal .
20% "Pilot Study" of a Quantitative Research Project

Final semester grades of Incomplete will not be given except in cases of documented illness. Incompletes must be removed by the third week of the following semester. Students must satisfy all course objectives in order to pass this course.

Class Policy Statements:

Attendance: Students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. The instructor will be available for 2 hours on Fridays for "live" interaction. On-campus students will meet in person with the professor at those times and distant students will use webcams and microphone/headsets for interaction. The exact time of meetings will be negotiated via Blackboard postings. Attendance on campus for the Research Poster session is also expected. It is the student's responsibility to travel to and attend the session as well as provide any lodging or meals. Students who simply cannot attend in person should contact the instructor the second week of classes to possibly make alternate arrangements. Five points will be deducted from the final grade for every absences or two tardies (or early departures from class), except for excused absences. Distance students will fax documentation to 334-844-4735.

Students who anticipate missing more than one class meeting must enroll in the distance section of the course (CTMU 7516).

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission (use Blackboard mail). The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

Tardy residential students are requested to wait quietly in the hall until admitted by the instructor to enter the classroom. Distance students should log into the appropriate electronic meeting room before class begins. If a distance student is late in logging in, they will be counted as tardy unless excused and they should enter the chat room unobtrusively. Students who miss any portion of a class must email their class notes via Blackboard to the instructor before the next class, provide their excuse, and submit any class assignments by the class due dates to potentially receive an excuse and participation credit.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first

week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

Professionalism: 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 disposition 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

Student behavior and participation should adhere to the highest professional standards. Please report any instances of distracting communications from class participants to the instructor. Students should refer to Anti-Harassment & Non-Discrimination for Students, Auburn University Policy on Classroom Behavior, and Policies of the Graduate School, especially those regarding Plagiarism, Academic Progress, and the Graduate School Calendar. Students are also responsible for adhering to university academic deadlines such as those for registration and withdrawal.

Technology: All students will be required to submit assignments to Blackboard, and, are required to know how to do so. Students are responsible for obtaining access to and knowing how to operate standard software such as Microsoft Word, PowerPoint, and Excel (or open office-type equivalents). Students should refer to the "Technology Troubleshooting" page on the Music Education Graduate Advising site at http://www.auburn.edu/academic/classes/ctmu/techorient/troubleshooting.php

Students are expected to utilize threaded discussions when appropriate instead of creating new threads. Threaded discussion assignments that are posted under new threads may not receive course credit. Student should also use the "Reply" function utilizing the heading in the received message in Blackboard email.

Distance students are responsible for knowing how to access the electronic classroom tools and features and for trouble-shooting and maintaining their own equipment. At least a 3 Mb broadband Internet service is required and computers should be up-to-date with plenty of RAM. Distance students must have a webcam and microphone/headset and use it correctly upon instructor request for video conferencing.