**CTMU 7910 Music Education Graduate Practicum**

# SYLLABUS

**Spring Semester 2023**

**Synchronous Course Meetings: Tuesdays, 5:00 – 7:50 p.m. via Zoom**

**Credit Hours:** 1-6\* (3 hours credit is typical)

**Prerequisites:** Admission to Graduate School, Departmental Approval

**Instructor**: Nancy H. Barry, PhD – [barrynh@auburn.edu](mailto:barrynh@auburn.edu) – 5002 Haley Center

**Office Hours and Assistance:** The instructor will check email on a regular basis (at least once a day Monday – Friday) and is available for meetings on campus or virtually on an appointment basis.

**Required Text:**

O’Toole, P. (2003). *Shaping sound musicians: An innovative approach to teaching comprehensive musicianship through performance*. GIA Publications.

Additional required readings will be posted in our Canvas course files.

**Highly Recommended:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: The official guide to APA style* (7th ed.). American Psychological Association.

**Course Description:** Practical experience relating theory and practice, usually in a K-12 school or community setting.

This course is designed to provide students with cooperatively selected activities that will assist them in gaining expertise/experience within a selected area of theory and practice in music education. Flexibility allows students to identify meaningful problems/applications relevant to their current and future professional activities as music educators.

\*Students enrolled for more than 3 hours credit will be expected to develop and complete a more extensive action research project.

# Course Objectives:

Students will:

1. Select an ***action research project*** topic related to their area of specialization in music education (applied teaching, band, chorus, general music, or orchestra). See Laprise (2017) in Canvas Files.
2. Solicit approval to carry out a Field Project from their school Principal, Superintendent, and/or any other appropriate personnel.
3. Write a proposal including a description of the project, objectives, methodology (including resources), and evaluation
4. Review the scholarly literature on your topic and prepare an annotated bibliography ([APA style](https://www.apastyle.org/?_ga=2.215138516.272977525.1547040538-2086293031.1520020239)).
5. Submit evidence of study/project completion: A formal, typed paper (APA style) describing your completed action research project

# Course Requirements/Evaluation:

1. Active participation in **all required sessions,** including synchronous class meetings, individual sessions with professor, and checkpoints (on-campus or virtual) **(15%)**
2. Complete all assigned class readings and other activities.
3. Complete **quizzes** over lectures and readings **(30%)**
4. Identify a music pedagogy project topic and obtain approval from the professor (develop an innovative approach to music curriculum and teaching).
5. Write a detailed **proposal** describing the field project you plan to carry out - typed APA style, 2 – 5 pages **(10%)**
   * Project Title
   * Your Name
   * Purpose
   * Theoretical Basis (Discuss and cite the related literature supporting the importance of your project.)
   * Procedures (WHAT do you plan to do? WHO will be involved? Exactly WHAT will your study participants do? State each objective clearly.)
   * Evaluation Plan (How will you know if the project was successful? Describe ALL types of assessment data you plan to collect, and HOW you will collect the data. Be sure to describe an appropriate assessment for each stated student learning objective and/or research question.)
   * Detailed timeline for project completion
   * References
     + at least eight (8) scholarly sources that inform and/or support your proposed project
     + informal websites and other sources that are not peer-reviewed such as Wikipedia are NOT acceptable sources for scholarly work
   * Ideas for Projects:
     + **Small-scale action research project comparing two or more different approaches to teaching music (requires AU IRB and School system approval for Human Subjects Research if you plan to publish or present your project in the future.)**
     + **Action research project collecting data to evaluate the effectiveness of a music education curriculum.**
     + Be creative! You are welcome to discuss other ideas for your Practicum Project with your Instructor.
6. If you want to carry out a research project involving human subjects and plan to publish or present your research you must obtain appropriate written permission to work in schools and community settings as well as approval from Auburn University’s [Institutional Review Board (IRB)](https://cws.auburn.edu/ovpr/pm/compliance/irb/home) to use human subjects as required by current policy.
7. Prepare and expand an **annotated bibliography,** typed using the [*Publication Manual of the American Psychological Association (APA)*](https://www.apastyle.org/?_ga=2.215138516.272977525.1547040538-2086293031.1520020239)as work on your project progresses **(10%)**
   * Minimum of ten (10) scholarly sources
   * Your bibliography will provide the basic information for developing your Literature Review.
   * IMPORTANT: A bibliography is an alphabetical list of sources, but the Literature Review is a thoughtful comprehensive DISCUSSION of how the literature relates to your particular topic.
8. Submit a **final paper** (approximately 20 pages, typed, double-spaced, APA format) describing your action research project: **(25%)**
   * Title Page – Title, Your Name, Date
   * Introduction (need for the project, purpose, background, theoretical basis)
   * Literature Review (minimum of twelve (12) scholarly sources, detailed discussion of related literature – NOT just a listing)
   * Methods and Procedures
     + Detailed description of exactly HOW you plan to carry out your project? *Who – What – Where – How?*
   * Results
9. What did you learn from your Field Project? Describe and explain results of all project research and evaluation procedures
10. Include appropriate tables summarizing quantitative results and/or representative quotations supporting qualitative findings
    * Discussion and Recommendations
11. Discuss practical music ed applications and recommendations for music educators based upon your project
12. Describe recommendations for future research on your topic
    * References (minimum of twelve (12) scholarly sources, list ALL references cited in the paper, APA format)
    * IMPORTANT – List all sources in References AND cite sources throughout your entire paper (APA style).
    * Appendices (include ALL materials used for your field project including unit plans, lesson or rehearsal plans, student activities, tests, etc.)
13. Submit **Professional Work Sample**
    * Final Paper must be uploaded to TK-20 as the **Professional Work Sample** (PWS) to complete requirements for advanced teacher certification. [This is REQUIRED for successful course completion.]
14. Class Presentation (10%)
    * ***Share what you learned with your classmates!***
    * Brief (5-10 minute) oral presentation of your Field Project with emphasis upon practical applications
    * Visuals (PowerPoint or other presentation format)
    * Handouts as appropriate (may be distributed electronically)
    * Project Overview
15. Purpose
16. Background – need for the study
17. Methods and procedures (who, what, where, when, how?)
    * Assessments - Results of Evaluations or Findings
    * Recommendations and practical applications for music teachers and for future research

**IMPORTANT**: Take care to provide in-text citations for ALL sources used, even if not quoted directly. Extensive quoting of material 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 work in this course must be original work.

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

**READ the helpful information at this link**: <https://libguides.auburn.edu/c.php?g=683337&p=4827756>

**Definitions of** [**Plagiarism from the AU Academic Honesty Code**:](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf)

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.

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.

**Grading System:** The professor will determine whether the student has met the criteria established jointly by professor and student and will assign an S (Satisfactory) or U (Unsatisfactory) for the course.

* A minimum of 80 points must be earned to achieve a **Satisfactory** grade.

# Class Policy Statements:

Any questions regarding policies should be directed to the instructor within the first week of class, otherwise, it is assumed all understand the requirements. If one cannot conform to these expectations, they should drop the course no later than the first week of classes. The tone of these guidelines is not intended to be punitive nor are the guidelines intended to squelch interaction, but are provided for your success and consideration of all participants' efforts and energies.

Participation: Students are expected to participate in all class activities in a professional manner. It is the student’s responsibility to contact the instructor in advance if assignment deadlines cannot be met. Students are responsible for initiating arrangements to make up missed work. Discussion participation will be evaluated on frequency, professionalism, and scholarly content. Points will be deducted from the final grade for each failure to participate in class discussions and activities.

Attendance/Absences: Students are expected to participate in all seminar and on-line discussions and participate in all class activities.

Unannounced quizzes: There will be no unannounced quizzes.

Final exam: There is no final exam. The action research project paper is the final course requirement for demonstrating comprehensive knowledge of course content.

Due dates and Formats: Homework 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 evidence of plagiarism. Late submissions will lose 1 letter grade per every day submitted past the posted due date.

Incompletes: Final semester grades of Incomplete will only be given in cases of documented illness or other serious extenuating circumstances. Incompletes must be removed by the following semester. Contact your instructor as soon as possible if you need to request an Incomplete.

Loaned materials: Students must return any loaned course materials owned by Auburn University to the instructor by the due date given to receive a grade in this course.

Accommodations: Students who need accommodations are asked to schedule a meeting during the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact your instructor by e-mail. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844- 2096 (V/TT).

**Honesty Code:** The AU Student Academic Honesty Code (<https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>) will apply to this class.

Professionalism: 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.

The Family Rights and Privacy Act (Public Law 93-380) assures parents that all information concerning their child will be kept confidential. The only person who may access records or information are those who are directly involved with the student's educational program. Educational records cannot be released without the written consent of the parents. In compliance with this federal law, the following guidelines must be followed for students taking this course:

1. All discussion about a student should be conducted with the teacher or university supervisor only.
2. Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office. (Be aware of listeners in all settings.)
3. You should not discuss students with other parents, agencies, or other students.
4. Limit discussion to those involved with your assignment.
5. When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
6. Do not violate any of the above guidelines in electronic communications such as e-mail, discussion boards, or stored documents such as word processor files stored in your computer.

Professional Ethics In this course you may be observing music teachers and describing their teaching. All discussion of teachers and their programs are to be confidential, confined to our classroom. Although there are no laws except those of slander and libel, professional ethical behavior includes refraining from critical or derogatory statements about teachers and music programs outside of our classroom. You should not discuss teachers or programs in a negative light with other professors, friends, or students. Violation of these ethics creates a bad reputation for your integrity and the integrity of Auburn University and can damage teachers’ careers (and your own).