MUSI 5340 Music Research Seminar

**Instructor:** Dr. Frances Smith
**Office:** online

**Office Phone:** 850-766-1517 (cell)

**Email:** frances.smith@sfasu.edu (Preferred)

**Credits:** 3

**Course Description**
Introduction to research in music education. Emphasis placed on analysis of empirical research modalities and procedures for testing and measuring musical behaviors. The thrust will be to understand statistical results and their implications for improving classroom instruction.

*See Course Requirements for hour justification information.

**Program Learning Outcomes**
1. Students will analyze and synthesize musical information from a variety of sources and present their findings in written form.
2. Students will demonstrate competence in professional skills related to work in the arts.

**Student Learning Outcomes**
Upon completion of this course, students should be able to:
1. Read and interpret qualitative and quantitative research literature in the arts
2. Discriminate data-based information from speculation in the arts
3. Discriminate between research questions and methodologies appropriate for qualitative, quantitative, and hybrid designs
4. Design studies within specified guidelines to assure valid and reliable inference
5. Design studies using quantitative and qualitative methodologies
6. Propose, design, and complete an individual data-based study

It is assumed that the student will already have the skills and knowledge to:
- Use bibliographic facilities, search engines, and electronic resources effectively
- Write in a style appropriate for reporting data-based research

**General Education Core Curriculum**
The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in **MUSI 5340, Music Research Seminar** you are also enrolling in a Core Curriculum Course that fulfills the Master’s in Music Education: Elementary/General Music degree requirement.

The chart below indicates: (a) The core objectives that are required to be taught in this course per
the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.

Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Final paper, module reading assignments</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Discussion boards, final paper, written assignments</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Quantitative research assignments</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Discussion boards</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Writing assignments void of plagiarism and using correct citations</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Communication with peers and professor throughout the course</td>
</tr>
</tbody>
</table>

Last updated by the SFA Core Curriculum Committee April 2021

Text and Materials
Oxford University Press

Course Requirements
Course intended for students enrolled in the Graduate Music Program only. Students will be required to complete weekly readings and submit written assignments based on these readings, which should take approximately 3-7 hours to complete per week on average. This is a summer course and entails accelerated course work and expectations. Students will also participate in approximately 4 online discussions, an online training about the Institutional Review Board (IRB), an ethics quiz, and assemble a collection of research terminology which should take approximately 8-10 hours over the course of the semester. Additionally, students are required to research and read a minimum of 12 music education studies; design a research study including a the statement of the problem, purpose of the study, review of literature, methodology, findings and conclusions, and a bibliography, which should take approximately 30 hours to complete over
the course of the semester. Individual pacing, particularly with regard to determining research interests and writing, may cause a significant fluctuation with regard to time necessary to complete tasks.

Course Calendar
See D2L for specific assignments within each module, along with due dates. (May change at the discretion of the instructor. Notification of changes will be made in d2l, either in NEWS or via d2l email.)

Week 1- Introductions and Module 1
May 17-May 23

Week 2– Module 2
May 24-May 30

Week 3- Module 3
May 31-June 6

Week 4- Module 4
June 7-June 13

Week 5- Module 5
June 14-20

Week 6- Module 5
June 21-June 25

Be sure you have completed:
JRME Code of Ethics Quiz
Qualitative and Quantitative Terminology Assignments Due in Dropbox
IRB Certificate of Completion Due in Dropbox
Final Paper
Due June 25 @ 11:30 pm

Grading Policy

Scale
90-100 A
80-89 B
70-79 C
60-69 D
59 & lower F
Attendance Policy
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.
This is an online course and students are expected to participate in discussions, counting as attendance.

Academic Integrity (4.1)
Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your own guidelines for academic integrity as appropriate.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.
Please read the complete policy at http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf

Withheld Grades Semester Grades Policy (5.5)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the
same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Mental Health and Wellness
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFA Counseling Services www.sfasu.edu/counselingservices Rusk Building, 3rd Floor 936.468.2401

SFA Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp Human Services, Room 202 936.468.1041

Crisis Resources:
Burke 24-hour crisis line: 1.800.392.8343
Suicide Prevention Lifeline: 1.800.273.TALK (8255) Crisis Text Line: Text HELLO to 741-741