MMED 790 Thesis/Project Development - ONLINE - Summer 2020

Instructor:
Dr. Jenny L. Neff
Contact Phone: 484-680-4646
jeneff@uarts.edu

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.
   Inquiry in Music Education: Concepts and Methods for the Beginning Researcher

Recommended (not required): Publication Manual of the American Psychological Association, 7th Ed.

Useful Website: Purdue Online Writing Lab - APA
   https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Materials:
- Computer with audio & video input
- Access to Google Classroom using your UArts email
- Access to Zoom for synchronous meeting times

We will use the following tools: Google Classroom; Zoom; Flip Grid; Jam Board; additional if needed

Class Format
This blended online course will meet via Zoom call five times for synchronous meetings (see Schedule below). During this time, direct instruction will take place to introduce main concepts and ideas. There will also be class discussion. Students will have exercises they will do outside of these meeting times. They will include: readings in the textbook, relevant articles, APA instructional videos, application exercises, weekly reflection, etc.

Students are responsible for preparation of materials, engaging in course content, and completing all coursework.

Schedule

Week 1:
<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday June 16</td>
<td>4:30 p.m. - 6:30 p.m.</td>
</tr>
<tr>
<td>Thursday, June 18</td>
<td>4:30 p.m. - 6:30 p.m.</td>
</tr>
</tbody>
</table>

Week 2:
<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday June 23</td>
<td>4:30 p.m. - 6:30 p.m.</td>
</tr>
<tr>
<td>Thursday, June 25</td>
<td>4:30 p.m. - 6:30 p.m.</td>
</tr>
</tbody>
</table>

Week 3: Tuesday June 30 4:30 p.m. - 6:30 p.m.
Individual Conference - To Be Scheduled
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 APA 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.

Required Reading Weekly Outline Post:
Outline BIG IDEAS and key information/concepts/content to refer to during the course.
Please post your outline to Google Classroom. It will be assessed for depth of reflection and documentation.
Please have your outline available for reference throughout the course.

*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 three-week intensive course structure, students are expected to attend all synchronous class meetings and complete coursework as assigned.
COURSE OUTLINE

Pre-Class Assignments: Prior to Class Starting - post by midnight on Monday, June 15th

<table>
<thead>
<tr>
<th>Themes</th>
<th>Perspective - Inquiry - Bombardment</th>
</tr>
</thead>
</table>
| Pre-Assignment post by midnight on Monday, June 15th | • Prior to the first asynchronous class meeting: Read the Introduction and Chapters 1 & 2  
• Outline BIG IDEAS and key information/concepts/content to refer to during the course. Please post your outline to Google Classroom. It will be assessed for depth of reflection and documentation.  
• Please have 1-2 topics of interest for your area of research. You do not need to know EXACTLY what you are doing as your research project, but having it narrowed down to 1 or 2 areas will be helpful.  
• Record an introduction using Flip Grid - see example in the Google Classroom  
• Log into your UArts account and join the Google Classroom |

Pre-Assignment Checklist

- Introduction
- Chapter 1 & Chapter 2
- Outline chapters & post to Google Classroom
- 1-2 topics of interest
- Flip Grid Video Introduction

Week 1

<table>
<thead>
<tr>
<th>Themes</th>
<th>Perspective - Inquiry - Bombardment</th>
</tr>
</thead>
</table>
| Class Content Tuesday, June 16 | 1. Course layout/syllabus - Overarching goals of the course  
2. Reflecting/preparing for the research process  
3. Google Slides on Week 1 content  
4. Course layout/syllabus - Overarching goals of the course  
5. Reflecting/preparing for the research process  
6. Google Slides on Week 1 content |

Homework Post to Google Classroom before class on Thursday, June 18

Think-Write-Share
- Reflect on what has been your greatest experience as a Student? Musician? Teacher?  
- Write a short reflection that you will use for class discussion  
- In Google Classroom post, fill in 3 blocks of the grid (S/M/T) with a few words for your experiences

Earthcam Activity - Go to [http://www.earthcam.com](http://www.earthcam.com) and view NYC Times Square
- When you look at Times Square, what do you see? What do you wonder?  
- Given who you are and what you do, create your own questions for a Times Square Observation Study.  
- In Google Classroom assignment - post your ideas from this activity

Continued on next page
| Class Content  
*Thursday, June 18th* | Read Chapters 3 & 4  
- Outline BIG IDEAS and key information/concepts/content to refer to during the course. Please post your outline to Google Classroom. It will be assessed for depth of reflection and documentation.  
1. Group discussion on personal experiences at Student - Musician - Teacher  
2. Earthcam Discussion  
3. What is this Thesis Paper thing?  
   a. Thesis Declaration  
   b. Chapter 1  
4. Library Basics with Jim Cowan, UArts Music Librarian |
| Homework  
*Post to Google Classroom by midnight on Monday, June 22* | Read Chapters 5 & 6  
- Outline BIG IDEAS and key information/concepts/content to refer to during the course. Please post your outline to Google Classroom. It will be assessed for depth of reflection and documentation.  
APA Video(s) listed in the Google Classroom  
- Watch videos on assigned topics  
Research Article Summary & Citations  
- Find an article related to your topic or topic of interest.  
- Read the article and summarize the main points.  
- Identify key vocabulary words from your article (list and define).  
- Choose 3 of the 7 questions listed on page 53 of your book (under “Describing Source Content”) to answer about your article.  
- Use APA Format to cite the article in the following formats:  
  o As it would appear in a reference list  
  o As it would appear in a text citation  
  o How it would appear in a parenthetical citation |
| **Week 1 Checklist** | - Chapter 3 & Chapter 4  
- Outline chapters & post to Google Classroom  
- Think-Write-Share reflection  
- Fill in key words in Google Classroom grid  
- APA Video  
- Earthcam write-up  
- Chapter 5 & Chapter 6  
- APA Videos  
- Outline chapters & post to Google Classroom  
- Research Article Summary & Citations  
- Weekly Reflection |
## Week 2

<table>
<thead>
<tr>
<th>Themes</th>
<th>Macro/Micro - Thesis Declaration Examples - Types of Research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Content</strong></td>
<td><strong>Tuesday, June 23rd</strong></td>
</tr>
<tr>
<td>1. Reviewing parts of the Thesis Paper/Project</td>
<td><strong>Homework</strong></td>
</tr>
<tr>
<td>2. Google Slides on Week 2 content</td>
<td><strong>Post to Google Classroom before class on Thursday, June 25th</strong></td>
</tr>
<tr>
<td>3. What is Chapter 2?</td>
<td>Read Chapters 7 &amp; 8</td>
</tr>
<tr>
<td>4. APA Overview - Surveys - Observation Tools</td>
<td>See Guest Speakers section below</td>
</tr>
</tbody>
</table>

**Homework Post to Google Classroom before class on Thursday, June 25th**

- Go onto the UArts Library website and search for potential resources about your topic. Come up with a system of how you will keep track of your potential resources. Which ones did you read? How will you make notes about important points? How will you identify quotes you use? Where will you keep a running list of resources in APA format?

- Observation Narrative Writing Exercise
  - You and a partner will select one 15-minute segment of the same TV show or video.
  - SOLO - On your own, you will write what you observe without bias. You are merely reporting the facts, in as much detail as possible. Next, you will turn your notes into a descriptive narrative about what you watched/observed. Utilize your notes to place into a narrative form of writing exactly what you experienced and the evidence you collected. You are to be as descriptive and detailed in your narrative writing as possible...without bias.
  - DUET - Once completed, you will contact your partner. You will read each other’s narrative. Then, you and your partner will discuss the similarities and differences of what you observed, how you observed, and what you wrote in your narrative, along with the style in which each of you wrote.

**Guest Speakers**

- Watch videos of guest alumni to see how they organized their projects. Submit any questions you have to the Google Classroom. **Post to Google Classroom before class on Thursday, June 25th**

**Class Content** **Thursday, June 25th**

- Discuss APA/questions
- Share class articles: Topic - Summary - Questions that came up
- Procedures for gathering, analyzing, and reflecting on qualitative data

**Homework Post to Google Classroom by midnight Monday, June 29th**

- Read Chapters 13 & 14
- Outline BIG IDEAS and key information/concepts/content to refer to during the course. Please post your outline to Google Classroom. It will be assessed for depth of reflection and documentation.

- Watch Jenny’s short video clip on how she organized her research for ideas.

**Primary Source Comparison**

- **SOLO Assignment:** Compare a cited section of an article to its primary source
  - Was the discussion of the primary source in the article accurate?
  - What main ideas in the article relate to the primary source?
  - Were there any generalizations made in the article?

- **DUET** Connect with your partner and share your primary source findings using the 3 guiding questions that you answered for the assignment. Provide feedback to your partner on their: (a) thoroughness of answers to guiding questions; (b) APA formatting for entry; and (c) ability to summarize the article.

**Weekly Reflection**

- Write and submit in the Google Classroom & Conference Sign-up
Week 2 Checklist
- Chapter 7 & Chapter 8
- Outline chapters & post to Google Classroom
- Guest speakers & questions
- Thesis Declaration Reviews
- Library exploration and system ideas
- Observation Narrative Writing Exercise - Solo & Duet
- Chapter 13 & Chapter 14
- Outline chapters & post to Google Classroom
- Watch video clip on research organizing
- Primary Source Comparison - Solo & Duet
- Sign up for a conference time
- Weekly Reflection

Week 3

<table>
<thead>
<tr>
<th>Themes</th>
<th>Concept Connections – Your Questions – Your Plan</th>
</tr>
</thead>
</table>
| Class Content | 1. Google Slides on Week 3 content – Chapters 3 & 4 of Thesis Project  
2. Watch short video on creating a concept map.  
3. Breakout rooms to discuss topic ideas and progress - Create a concept map draft as you are working in your breakout groups. See example in Google Classroom.  
4. Debrief on breakout group discussions. |
| Homework | Create sample questions you might ask for your topic. Make sure they connect to your original research question(s). Connect with a partner in the class and share your questions with each other and provide feedback.  
Revise your Concept Map. What is connected? What might be missing? Upload to Google Classroom for credit.  
Research Study Review  
Set up your Thesis Document |
| Individual Conference Times | Meet with Jenny during your individual conference time to see where you are with things. |
| Final Assignments | Personalize your Thesis Timeline  
Write your thesis declaration statement. (This will later expand into Chapter 1.) Include the Who, What, Where, When, and How answers related to your topic. |

Week 3 Checklist
- Concept map videos & create yours
- Create and post sample questions
- Research study review
- Set up the framework for your Thesis Document
- Personalize your Thesis Timeline
- Thesis Declaration Statement
- Weekly Reflection
- Course Evaluation - your feedback is important - You will receive a survey via email after the course.
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/assignments, 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.

RESEARCH STUDY REVIEW
You will choose a sample research thesis/project. Go to the UArts Library website, log in, and select a thesis project from the collection. Based on the information we have covered in class and what you have read for the pre-reading, go through the paper and analyze/describe what you find. Please upload to the Google Classroom.

This could include the following topics:

- Topic, Key terms
- Information that describes the Who, What, Where, When, Why, and How of the research
- Are there key questions that are used to drive the study? If so, how many?
- Information you can gather about the modes of inquiry?
  - Is it historical, empirical, or philosophical in nature?
  - Does it focus on teacher-student-music-combination themes?
- Is it qualitative or quantitative in nature?
- What types of tools were used to gather the data?
- Are there any other patterns or systems you see used in the research?
- What new insights have you gathered that will help you in your research process?

SET UP YOUR THESIS DOCUMENT
Use the template to set-up the chapters of your thesis paper.

Include notes under each section that will spark ideas as you return to the thesis paper/project in the future.

Checklist:

- Student includes Chapters 1-4
- Student includes required opening pages.
- Student includes thorough notes in each section, for later reference.
- Student uses correct APA formatting.

PERSONALIZED TIMELINE
Complete your personalized thesis project timeline.

Checklist:

- Timeline contains required elements of thesis project process.
- Timeline is customized/personalized to meet the students’ needs.
- Timeline aligns with required University deadlines.
THESIS DECLARATION STATEMENT
Write your thesis declaration statement. This will later expand into Chapter 1. Include the Who, What, Where, When, and How answers related to your topic.

<table>
<thead>
<tr>
<th></th>
<th>Basic</th>
<th>Average</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final/Post-assignment</td>
<td>Does not adequately complete the final assignment. Assignment may have been submitted late. Poor organization and lack of depth of knowledge evidenced.</td>
<td>Final assignment/post-assignment evidences appropriate structure and organization, understanding of course goals and outcomes. It is submitted on time.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.

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.