

GRAD 597B/MECA 7653 - Fall 2023

Designing and Implementing a Master's Project

GRAD 597B/MECA 7653 (2 credit hours/3 credit hours)

Weekly Chat via Zoom - TBD by class consensus/majority
Small Cohort Discussion - TBD by small groups (goal: weekly)
September 18, 2023 - December 8, 2023

Mrs. Cindy Krause, Professor

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(630)917-9190 (personal cell; please text first)

["meet with Cindy" zoom](#) (office hours zoom - not classroom zoom)

Office hours daily.

This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session, "Class Notes," or via VCM email with advance notice.

Course Description

Using the VanderCook Master's Project Template, students will design, refine, and implement their Initial Questions and Method sections of their master's project. Students will also learn how to effectively set up the other sections of their paper for successful completion of their projects. Topics will include project goals, initial questions, types of methods, data collection, informed consent, APA 7, in addition to formatting the Review of Literature, Results, Discussion, and Appendices sections of the paper. Please note: This class does not replace working with your advisor.

Prerequisite

Introduction to Graduate Study (GRAD 562) or Approval by Robert Sinclair, Graduate Dean, and Cynthia Krause

Student Engagement

Each hour of credit implies a 50-minute class period plus 2 hours of course-related work outside of class. This encompasses readings, discussions, note-taking, and various class assignments throughout the semester. The purpose of these are for better understanding, design, refinement, and implementation of the different sections of a MMed Project.

Class Goals, Objectives, and Assessment

The overarching, lifelong goal of Designing and Implementing a Master's Project is that each class member nurture a vision of themselves as a thoughtful, principled Master of Music Education:

- Trusted to make wise decisions that may affect the lives of those one teaches, mentors, and guides into the profession.
- Qualified to serve as a professional gatekeeper to the profession.
- Trusted to use scholarly techniques, e.g., best practices, research, credible authorities, to support professional claims and decisions.

To achieve this vision, the objectives/outcomes of Designing and Implementing a Master's Project are to:

Student Learning Outcomes	Outcomes Assessments
Identify problems and questions in music education, specific to a given topic.	Written assignments, peer review, self-assessment, discussion
Create a review of literature to address areas in music education related to a given topic.	Written work, peer review, self-assessment rubric
Develop a MMed Project methodology, including forms of data collection.	Written assignments, discussion, peer review, self-assessment
Create a Reference list using APA 7 formatting	Written work, peer review, self-assessment
Differentiate the different sections of a MMed project, adding appropriate subheadings and placeholders to the template.	Written work, discussion, self-assessment, peer review

Grades

25% - Discussions (online and during chat sessions or Cohort/peer discussions)

25% - Short assignments and quizzes.

50% - Final project - MMed Project using VCM Template (this will not be a completely edited, ready to turn in MMed project for this class, however, students will know how to complete their project, subheadings will be in place, and some parts of the text will be completely written and edited using APA7)

Materials

- Booth, W.C., Colomb, G.C., Williams, J.M., Bizup, J, & Fitzgerald, W.T. (2016). *The craft of research* (4th ed.). The University of Chicago Press. (Note: This book is also used in Introduction to Graduate Study, GRAD 562).
- Links and resources available on the Schoology Learning Management System (LMS).
- Zotero – download at <https://www.zotero.org/>

Recommended (not required)

- Merriam, S.B., & Tisdell, E.J. (2016). *Qualitative research: A guide to design and implementation* (4th ed). Jossey-Bass.
<https://www.amazon.com/Qualitative-Research-Guide-Design-Implementation/>

Course Calendar/Schedule

~Course Calendar/Schedule subject to change with notice to students via email and/or during weekly chat sessions.

~Please note that the Weekly Chat Session via Zoom will be determined by class consensus/majority. Also, note that although the chat is set for 90 minutes, it will usually be about 75 minutes. Also note that I am very aware that everyone is busy and I want to be respectful of your time!

~Peer Review will be via “small groups” or “Cohorts” of 3-4 students (similar to Intro to Grad) - TBD by small group consensus (some review will be via Zoom Discussion - about 45 minutes per session; other review will be via written comments).

WEEK OF:	UNITS (Aligned to units outlined on the Schoology site.)
Sept. 17	Weekly Chat Session via Zoom - 90 min (TBD by prior class consensus) Welcome & Introduction to Class Getting Started Unit 1 - Review: Types of Methods/Projects Choosing your approach - Methodology Goal of Your Project (from Statement of Problem) Choose Cohorts
Sept. 24	Weekly Chat Session - 90 min (TBD by prior class consensus) Unit 2 - Types of Data Collection - Choosing Effective Data Collection Quantitative, Qualitative, Mixed Data Collection Cohort/Peer review; set individual meet w/ CIndy
Oct. 1	Weekly Chat Session - (TBD) Unit 4 - Creating a Working Timeline - organization Unit 5 - Copyright; Fair Use Unit 6 - Informed Consent Cohort/Peer review; set individual meet w/ CIndy
Oct 8	VCM Semester Break - WE WILL STILL HOLD CLASS- NO BREAKS- Weekly Chat Session - (TBD)

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	<p>Unit 6 - Review from Intro to Grad: Refining Questions Statement of the Problem Goal of Your Project Cohort/Peer review; set individual meet w/ CIndy</p>
Oct 15	<p>Weekly Chat Session - Unit 7 - Back to the Beginning: Writing a Review of Lit Topics to include in a Rev of Lit Creating a good outline Cohort/Peer review; set individual meet w/ CIndy</p>
Oct 22	<p>Weekly Chat Session - Citing using APA 7 Summarizing, Paraphrasing, Direct Quote Unit 8 - Review: Citation Management Using Zotero Unit 9 - Review: References APA 7 Cohort/Peer review; set individual meet w/ CIndy</p>
Oct 29	<p>Weekly Chat Session Unit 10 - Refining the Method Section What to Include Formatting Headings/Placeholders Organization Unit 11 - Appendices What to Include Formatting Cohort/Peer review; set individual meet w/ CIndy</p>
Nov 5	<p>Weekly Chat Session Unit 12 - Writing an Effective Results Section Purpose What Data to Include Formatting Headings/Placeholders Using Figures & Tables Cohort/Peer review; set individual meet w/ CIndy</p>
Nov 12	<p>Weekly Chat Session - Unit 13 - Writing an Effective Discussion Section Purpose</p>

	<p>Formatting Headings/Placeholders What Information to Include Cohort/Peer review; set individual meet w/ CIndy</p>
Nov 19	<p>Weekly Chat Session Tying It All Together Final Questions TBD: Cohort/Peer review; set individual meet w/ CIndy</p>
Nov 26	<p>Weekly Chat Session - FINAL PROJECT DUE Tying Up Loose Ends Closing Thoughts and Encouragement set individual meet w/ CIndy TBD - cohorts</p>
Dec 3	<p>VCM Finals Week - Last Official Day is Friday, Dec 8 Grace week for final project Opt. individual meet w/Cindy</p>

Attendance Policy

Students are expected to attend the Weekly Chat Session via Zoom - TBD at the beginning of the term by class consensus/majority. Each session will be scheduled for 90 minutes, although whole class sessions will usually last about 75 minutes. If a student cannot attend, Prof. Krause must be notified in advance either by email or text in order to be considered for excusal for that session (except in the case of an emergency). An excused absence would be a school-related function, e.g. a concert or conference, or a serious illness. In the case of an illness, if it is possible to attend the Weekly Chat Session, it is recommended (but not required) to do so. In addition, "Peer Review," also known as "Cohort" Discussions will be scheduled either as part of the Weekly Chat Sessions, or at a time convenient to the small peer group; attendance is also expected at these groups. Unexcused absences may result in a lowered Discussion grade, as it is difficult to effectively participate in or contribute to a group when absent.

Alignment with VCM Candidate Outcomes

1. A high level of musicianship.
Develops the ability to think and speak intelligently about music.
2. Academic ability and diligence leading to a lifetime of learning.
Commits to the continual development of personal, teaching, and musical knowledge.
3. Skill in the process of teaching.

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Develops an understanding of the national and state standards for music, technology, language arts, and professional teaching.

4. Self-discipline and persistence.

Demonstrates the ability to organize and plan successfully for both short-term and long-term goals.

Persists in following a task to completion.

Attends and participates in classes and rehearsals regularly.

Plans and maintains an effective practice and study schedule.

5. Interpersonal and intrapersonal skills

Engages in honest self-evaluation and seeks feedback from colleagues and professionals.

8. Professionalism in action, word, and appearance.

Acknowledges and seeks to understand different approaches and points of view.

Student Conduct

An important part of VanderCook's Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation, as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection, and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech, and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.

Use of laptops and other portable electronic devices for class related work only.

Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. This course is completed via the VCM Zoom and Schoology platforms, so health and safety should be inherent. Prof. Krause will also do her absolute best to provide a safe classroom environment and asks that if, at any time you feel that she does not, that you approach her first to rectify the situation with integrity. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty

Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include:

- Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.

Plagiarism

Plagiarism means taking someone else's words, ideas, data, or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations, and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright Compliance

It is the goal of VanderCook College of Music to comply with all laws pertaining to copyright. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

Disability Statement

If a student has a disability which might interfere with that student's ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course

Reference Materials and Resources

Please see the Schoology LMS Course Site for a list of resources and links.