

University of West Georgia
Music 6083: Research Methods and Materials
Spring 2017—Dr. Molly M. Breckling

Class: Fully online
3 hr. credit
Office: Humanities 333
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Office hours:
M 9-10, 11:15-2*
W 9-10, 11:15-2*
R 12:30;2
F 9-10
*Online office hours

Course Description

This course is a study of research materials, methods, procedures, and designs in music and music education, including research and data analysis techniques and the application of findings. Students have the opportunity to explore research topics that exploit their professional interests and goals. The course includes a research project component.

Required Materials

All Students

Bayne, P. S. (2008). *A guide to library research in music*. Lanham, MD: The Scarecrow Press, Inc. ISBN-10: 0810862115.

Required Style Manual

M.M. in Music Education students:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*, 6th ed., 2nd printing. Washington, DC: American Psychological Association. ISBN-10: 1433805618.

M.M. in Music Performance students:

Turabian, K. Booth, W. C., Colomb, G. G., & Williams, J. M. (Eds.). (2013). *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th ed. Chicago, IL: University Of Chicago Press. ISBN-10: 0226816389.

Bibliography of Sources

Booth, W. C., Colomb, G. C., & Williams, J. M. (2003). *The craft of Research*, 2nd ed. 344 p. 5-1/2 x 8-7/16 1995, 2003 Series: (CGWEP) Chicago Guides to Writing, Editing, and Publishing

Gottlieb, J. (2009). *Music library and research skills*. Upper Saddle River, NJ: Pearson Prentice Hall.

Sampsel, L. J. (2009). *Music research: A handbook*. New York: Oxford University Press.

Wingell, R. J. (2009). *Writing about music*, 4th ed. Upper Saddle River, NJ: Pearson Prentice Hall.

Learning Outcomes

In producing research in music education and/or performance, the student will:

1. Examine principles, methods, and designs of music research.
2. Identify and evaluate music research sources.
3. Employ critical thinking skills in oral and written communication.
4. Apply appropriate standard style, format, and citation procedures.

General Course Expectations

This is a graduate-level learning forum and each of us should conduct ourselves accordingly in all our interactions to ensure that we maintain a positive and professional presence. Many of you may be very familiar with norms and culture of online learning; then again, this may be your first experience. To meet expectations, read the document “Teacher Expectations” available in the *CourseDen* Orientation Module. This document will not only help you understand online expectations, it will provide suggestions for working successfully in the online environment.

Methods and Learning Activities

Students will:

1. Fulfill reading assignments
2. Complete reports and presentations on the following
 - a. Annotated Bibliography
 - b. Program Notes
 - c. Personal Biography
 - d. Review of Literature
3. Participate in collaborative work, discussions, and peer review
4. Participate in online examinations

UWG Common Language Syllabi Information

It is important that you review and understand the statements that are common to all courses at UWG. These items address the Americans with Disabilities Act, UWG Email Policy, Credit Hour Policy, and the University of West Georgia Honor Code.

These statements may be viewed at:

<http://tinyurl.com/UWGSyllabusPolicies>

Academic Honor

(See UWG Honor Statement using previous link.) Every student’s work must be his/her own product. Failure to comply may result in a grade of “0” on the project/test or a grade of “F” in the course.

Evaluation

Discussion/work from assigned readings (20%)

You will be expected to stay current on assigned readings and participate actively in our discussion/work sessions on writing style and format. Your preparation and participation

in these discussions will account for a significant portion of the final grade.

Synchronous Class Meetings (10%)

There will be four scheduled synchronous class meetings. You are required to participate in three of the four classes. Expectations include active participation during the class. Specific requirements will be provided in *CourseDen*. Classes may be recorded and for attendance credit, you must be present at the beginning of class and throughout the scheduled time.

Assignments and Annotated bibliography (30%)

One of the final projects for MUSC 6083 is an annotated bibliography (50 entries minimum) of sources on a topic of your choice and approved by the instructor. On the day the bibliography is due, you should be prepared to give a report of procedures used and answer questions on the process. Peer and self reviews will be assigned. An outline of the paper will be required.

Assessments (10%)

Throughout course, students will complete online assessments.

Final Project (paper and presentation) (30%)

The final project for MUSC 6083 is a paper and presentation on the topic of your annotated bibliography. This paper should be properly formatted, with proper bibliographical format using APA style (MM Music Education candidate) or Turabian (MM Performance candidate). The paper should be as long as necessary to thoroughly and completely discuss your topic. Peer and self reviews may be assigned.

Grades will be assigned as based on the following:

91-100	A	61-70	D
81-90	B	60 or below	
71-80	C		

Calendar

Every module will have an overview document that lists specific activities and deadlines. Students are urged to print this off and refer to it and plan accordingly.

<i>Structure</i>	<i>Number</i>	<i>Topic To Be Covered</i>	<i>Meets These Course-level Learning Outcomes</i>	<i>Module/Learning Unit Name</i>	<i>Dates</i>
Module	O	MUSC 6083 overview, use of D2L tools and introductions to peers		Orientation	1/7-13
Unit	I	Introduction of best practices for beginning music research. Reading assignments introduce processes for finding sources and information, communicating about music, and critical thinking. An online discussion asks you to consider how we all might think more critically about music. Writing assignments give you practice applying this knowledge and understanding as you craft your own professional music biography (80-100 words) and explore a potential topic for your annotated bibliography project	1, 2, 7	Introduction to Best Practices in Music Research	1/14-27
Unit	II	The goal of this unit is to explore research topic development skills and apply scholarly writing styles. Methods for finding sources relating to topic will be developed and critical thinking skills will be used to judge quality sources and prepare annotations for resources. Readings and videos introduce standard style, format, and citation procedures as an aspect of ethical research. Writing assignments and discussions allow you to practice critical thinking, refined research abilities, and good communication	1, 2, 3, 4, 6, 7	Developing Research Processes	1/28-2/10

<i>Structure</i>	<i>Number</i>	<i>Topic To Be Covered</i>	<i>Meets These Course-level Learning Outcomes</i>	<i>Module/Learning Unit Name</i>	<i>Dates</i>
		skills. Synchronous Class I.			
Unit	III	Refine research processes with written program notes and a first-draft annotated bibliography . Readings and videos acquaint student with additional music research resources, citation procedures, and best practices in writing about music. Discussions will focus on research design and application of critical thinking.	3, 4, 6, 7	Finding and Citing Sources	2/11-24
Unit	IV	Evaluate the work of self and peers. Revise and present annotated bibliography and abstract based upon it. Submit clean draft of annotate bibliography . Compose a professional biography. Synchronous Class II.	5, 6, 7	Responding to Sources and Cultivating Critical Thinking	2/25-3/10
Unit	V	Plan and Create an outline of paper. Reduce professional biography to 40-50 words.	4, 6, 7	Organization and Development of a Research Paper	3/11-4/14 (no class 3/18-27)
Unit	VI	Presenting research in oral and written form. Students will critically evaluate research presentations. Paper Due. Synchronous Class III & IV—Final Presentations.	7	Presenting Research to the Public	4/15-5/1

Disclaimer

Instruction contained in this syllabus is, to the knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester; however, this syllabus should not be considered a contract between University of West Georgia and the student but rather a guide. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation.