

# MuEd 8284

## Seminar: Research & Scholarly Issues

University of Minnesota—Fall, 2008  
Meeting time: Tuesdays 4:00 to 6:30 p.m., Ferguson 157 (PHSR)

**Dr. Scott D. Lipscomb, Associate Professor**  
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### COURSE SYLLABUS

#### Course Description:

The purpose of this course is to introduce students to the scholarly and professional expectations of music educators, music therapists, and performers in academia and other positions of leadership. The course will also assist students in developing skills related to research and writing for a variety of professional purposes and publications. Assignments and class discussions will be focused on the development of skills and knowledge that will be essential to success as a researcher, teacher, and scholar. A variety of assigned readings, discussions on many topics, and extensive written assignments will assess each student's independent inquiry abilities and analytic skills. Students will be expected to perform literature searches using the many resources available at UMN to expand their exposure to the field well beyond assigned readings and course textbooks.

As we will all be entering a process of shared exploration and learning, a respectful and safe environment for free thought is paramount, within which *all* voices will be encouraged and active participation required.

#### Course Objectives:

Students will have the opportunity to ...

- develop an understanding about the nature of the profession as a faculty member and/or research scholar;
- create a curriculum vitae that represents the highest quality of professional accomplishment;
- review and identify professional descriptions for which they are qualified;
- compose a well-written, accurately representative, and fine-tuned & focused letter of application;
- develop skills that will increase the likelihood of success when interviewing for college-level positions;
- clearly understand expectations related to promotion & tenure, even as these expectations vary radically from institution to institution;
  - review the student evaluations for courses at UMN and how these are taken into consideration in the promotion & tenure process
- begin to establish methods for attracting, recruiting, & maintaining students;
- further develop skills related to finding relevant research related to topics of interest;
  - utilizing abstracts as an initial step toward assessing the level of relevance for a given resource
- identify appropriate scholarly resources – both primary & secondary – of information;
- learn how to propose, research, prepare, and create scholarly presentations;
- prepare for (and survive) interviews and oral examinations;
- learn effective means for designing college-level courses, determine course objectives, measure learning outcomes, and create syllabi;
- build a library of skills & techniques for teaching at the college level;
  - integration of active learning, group activities, and other techniques that involve high levels of student engagement
- develop an appreciation for – and *revel in* – the diversity inherent in any community of learners;
- address issues related to music education & music therapy; and
- continue (or initiate) an appreciation for the process of life-long learning.

**Conceptual Framework for P-12 Professional Education Programs**

The central themes of the Conceptual Framework are:

- Promoting inquiry, research, and reflection;
- Honoring the diversity of our communities and learners; and
- Fostering a commitment to lifelong learning and professional development.

As clearly evident from the course objectives enumerated above, this course addresses each of the central themes of the conceptual framework.

**Required Texts and Materials** (order at local bookseller or online):

[B] Bellman, J.D. (2006). *A short guide to writing about music*, 2nd ed. NY: Pearson Longman.

[M&S] McKeachie, w.J., and Svinicki, M. (2006). *Teaching tips: Strategies, research, and theory for college and university teachers*, 12<sup>th</sup> ed. Boston, MA: Houghton Mifflin Company (College Teaching Series).

[NOTE: If you want to save some \$\$, you can get the paperback 11th ed. for about \$20 and that should work fine for the purposes of this course.]

[V&F] Vick, J.M., & Furlong, J.S. (2008). *The academic job search handbook*, 4th ed. University of Pennsylvania Press.

**Optional Text** (highly recommended for purchase, but available in library reference section):

[APA] American Psychological Association (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

**Additional Requirements:**

- ✓ All students are *strongly* encouraged to become members of the College Music Society (<http://music.org>). Student membership is only \$35 and includes an electronic subscription to the CMS Vacancy List, one of the primary sources for higher education employment opportunities.
- ✓ All students will be required to utilize WebCT for the submission of assignments. Point your web browser to the MyU portal (<https://www.myu.umn.edu>), then enter your X500 username & password. Once logged on, you will see a list of WebCT sites for courses in which you are enrolled, including MuEd 8284.
- ✓ Every student enrolled in this class is required to participate as a volunteer in a music cognition research project during the quarter (details will be provided, but the study will require no more than one hour of your time).

**Schedule of Assignments (subject to change):**

<u>Date</u>	<u>Topic</u>	<u>Assignment Due</u>
Sept 2	Arts advocacy: A firsthand experience	students will meet Dr. L at the Children's Museum in downtown St. Paul for a session with Gov. Mike Huckabee entitled "Believe in Music," sponsored by NAMM
Sept 9	Introduction & review of requirements Reflect on "Believe in Music" panel Academic Careers & the Vitae	V&F, ch. 1, 2, & 10
Sept. 16	Hiring & Job Candidacy Applying for Jobs Advisors & Professional Networks Conference Presentations Library Resources at UMN	V&F, Part II (ch. 3-8) <b>present &amp; critique individual CVs</b> <b>identify topic for Final Project (FP)</b>
Sept. 23	<b>NO CLASS</b> Writing about music Protection of Human Subjects (IRB)	peruse entire Bellman book <sup>1</sup> become familiar with the APA manual <b>complete the CITI training module at IRB</b>

<sup>1</sup> Bellman (2006) is an excellent resource for those, like you, whose careers are likely to involve a significant amount of writing about music. This book introduces you to writing styles appropriate to a variety of contexts, including opinion pieces, critiques, essays, and research papers. For this course, you are likely to find ch. 1, 5, 6, 8, & 9 particularly relevant ... but you should skim the remainder of the text as well to determine other sections that may be equally as useful for you in your continuing development as a musician-scholar.

		<b>site</b>
Sept. 30	Institutional Review Board Written Materials for the Search Process Considering the Expanded Job Market	V&F, ch. 9, 11-13, & 23 <b>compose cover letter for job application</b>
Oct. 7	As a Finalist for Your Dream Job	V&F, ch. 14-17 "Writing Your Teaching Philosophy" (CFT) <b>compose a 1-page teaching philosophy</b>
Oct. 14	A New Job: Nature of the Profession	V&F, ch. 18-20 M&S, ch. 1-3 <b>compose a 1-page research statement</b>
Oct. 21	Creating an Effective Course Syllabus Course Objectives & Learning Outcomes	"Syllabus Development" (CFT) <b>compose a personal statement<sup>2</sup></b> <b>identify course objectives &amp; associated learning outcomes for a future course</b>
Oct. 28	Engaging Learners	M&S, ch. 4-6 <sup>3</sup> <b>create a draft syllabus for a future course</b>
Nov. 4	Meaningful Assessment Student Evaluations	M&S, ch. 7-11 <b>assessment plan for the future course</b>
Nov. 11	Diversity in the Classroom	M&S, ch. 13
Nov. 18	Facilitating Active Learning	M&S, ch. 16-18 "Active Learning" (CFT) <b>design an active learning lesson plan</b>
Nov. 25	Teaching for Higher Level Learning Outcomes Your Continuing Growth as a Teacher Preparing for the (Mock) Interview	M&S, ch. 23-26 Ries (1997) – "The Tenure Journey" presentation by Center for Teaching & Learning staff <b>bring draft of job description, letter of introduction, &amp; curriculum vitae in preparation for interview next week</b>
Dec. 2	Mock Interviews	each student will be assigned a time to be "interviewed" by MuEd/MT faculty
Dec. 9	Final Project (Professional Dossier)	<b>oral presentations in class</b> (presentation order TBD)
Dec. 16	Final Project (Professional Dossier)	final draft of written version due <b>no later than 6:00 p.m.</b>

<sup>2</sup> Compose a 2-page personal statement by combining into a single document your teaching philosophy, research statement, and service-oriented goals.

<sup>3</sup> Though their complete reading is not assigned for this week, M&S, ch. 12-14 will prove to be very helpful resources for this period as well.

**Grading:**

- 35% - professional activities assignments
- 20% - electronic assignments via WebCT
- 15% - attendance & class participation
- 30% - Final Project (professional dossier)

Course grades will be assigned according to the following scale

$\geq 92 = A$	$\geq 78 \text{ AND } < 80 = C+$
$\geq 90 \text{ AND } < 92 = A-$	$\geq 72 \text{ AND } < 78 = C$
$\geq 88 \text{ AND } < 90 = B+$	$\geq 70 \text{ AND } < 72 = C-$
$\geq 82 \text{ AND } < 88 = B$	$\geq 60 \text{ AND } < 70 = D$
$\geq 80 \text{ AND } < 82 = B-$	$< 60 = F$

**University of Minnesota Grading Policy: The Meaning of a Letter Grade**

- A Represents achievement that is outstanding relative to the level necessary to meet course requirements.
- B Represents achievement that is significantly above the level necessary to meet course requirements.
- C Represents achievement that meets the course requirements in every respect.
- D Represents achievement that is worthy of credit, even though it fails to meet fully the course requirements.
- F Represents failure and signifies that the work was either 1) completed, but at a level of achievement that is not worthy of credit or 2) was not completed and there was no agreement between the instructor & student that the student would be awarded an "I."<sup>4</sup>

**Course Policies**

Assignments are designed as part of a sequential learning process, so I expect work to be submitted on time, but will provide a 24-hour grace period for unexpected problems, e.g., a technical problem with a computer system or some personal issue that prevents timely submission. Outside of the grace period, work can be turned in up to one full week late, but the grade will be *lowered by at least one letter grade*, regardless of its quality. Assignments submitted more than a week late will not be accepted.

All work submitted must be in word processed format, using a 10- or 12-point font (common serif or nonserif) and with 1" to 1.25" margins. Where required, assignments must be submitted electronically via WebCT per the instructions provided previously.

**Attendance:** You are expected to attend each day of class. I understand that there may be times when you cannot come to class for good reason, however. You will be responsible for the information discussed in class, of course, and I will be available to assist you with makeup work. Failure to attend and play an active role in the in-class discussions will result in very poor results for written work and an unacceptably low level of understanding. Absences in excess of **1** will lower your final grade by 5 points for each additional absence.

**Technology:** A variety of technologies offer possibilities to enhance the research and learning process. For example, such technologies make systematic analysis, complex analysis, and logical presentation of findings available within a timeframe and level of professionalism that was rare in earlier decades. Both audio and video recording of field observations and interviews facilitate review and reflection, allowing the development of purposeful, reasoned, and goal-directed thinking about research and learning.

**Diversity:** A fundamental assumption of this class is that all communication and dialogue is based on the right of every individual to participate fully and contribute to our understanding of specific course content and diverse approaches to the subject matter in general. Diversity relates to, but is not limited to, the following: age, creed, disability, ethnicity, gender, global perspectives, international background, language background, learning

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<sup>4</sup> Please understand that the awarding of an "I" will *only* be considered in the event of extreme extenuating circumstances beyond a student's control and will *never* be awarded solely in the case where the student failed to accomplish the work in a timely manner during the semester.

differences, marital status, multicultural perspectives, national origin, public assistance status, race, religion, sex, sexual orientation, and veteran status.

**Scholastic Dishonesty:** the University expects every student to maintain a high standard of individual integrity for work done. Scholastic dishonesty is a serious offence that includes, but is not limited to, cheating on a test or other class work, plagiarism (the appropriation of another's work and the unauthorized incorporation of that work in one's own work), and collusion (the unauthorized collaboration with another person in preparing college work offered for credit). In cases of scholastic dishonesty, Dr. Lipscomb will initiate disciplinary proceedings against the student. Any student caught plagiarizing a written document will receive a grade of "0" and disciplinary proceedings will be initiated. It's not worth the risk—don't do it!

### University Policies

See <http://onestop.umn.edu/onestop/faculty/Teaching/Policies.html> for a list of policies related to teaching with links to those policies. Also see <http://www1.umn.edu/usenate/usen/policies.html> for University Senate policies related to Teaching/Education.

### *Statement on accommodations*

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodations.

### *Statements on classroom conduct*

<http://www1.umn.edu/usenate/policies/classexpectguide.html>

<http://www1.umn.edu/regents/policies/academic/StudentConductCode.pdf>

Add text here.

### *Statement on academic misconduct*

[http://www1.umn.edu/regents/policies/humanresources/Academic\\_Misconduct.pdf](http://www1.umn.edu/regents/policies/humanresources/Academic_Misconduct.pdf)

Scholastic misconduct is broadly defined as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as you own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work.

### *Statement regarding sexual harassment*

<http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf>

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program; (2) submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. University policy prohibits sexual harassment. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity, 419 Morrill Hall.

### Support Services

Go to <http://www1.umn.edu/ohr/teachlearn/syllabus/specialserv.html> to see some possible support services for students.

**Useful Course Resources****Periodicals:**

- *Journal of Research in Music Education*
- *Bulletin of the Council for Research in Music Education*
- *Research Studies in Music Education*
- *British Journal of Music Education*
- *Contributions to Music Education*
- *Music Educators Journal*
- *Update*
- *Educational Researcher*
- *Music Perception*
- *Psychology of Music*
- *Psychomusicology*
- *International Journal of Education and Arts* (online at: <http://ijea.asu.edu>)

**Books**

- Boice, J.D. (2000). *Advice for new faculty members*. Boston, MA: Allyn and Bacon.
- Bolles, R.N. (2005). *What color is your parachute? How to create a picture of your ideal job or next career*. Berkeley, CA: Ten Speed Press.
- Boyer, E. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco, CA: Jossey-Bass Publishers.
- Caplan, P.J. (1993). *Lifting a ton of feathers: A woman's guide to surviving in the academic world*. Toronto, Ontario: University of Toronto Press.
- Colwell, R. (Ed.). (1992). *Handbook of research on music teaching and learning*. New York: Schirmer Books.
- Colwell, R. & Richardson, C. P. (Eds.). (2002). *New handbook of research in music teaching and learning*. New York: Oxford University Press.
- Davis, G.B., & Parker, C.A. (1997). *Writing the doctoral dissertation: A systematic approach, 2<sup>nd</sup> ed.* Hauppauge, NY: Barron's.
- Hart, C. (1998). *Doing a literature review: Releasing the social science research imagination*. London: Sage Publications.
- Locke, L.F., Spirduso, W.W., and Silverman, S.J. (2007). *Proposals that work: A guide to planning dissertations and grant proposals, 5<sup>th</sup> ed.* Thousand Oaks, CA: Sage Publications.
- Palmer, P.J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass Press.
- Reis, R.M. (1997). *Tomorrow's professor: Preparing for academic careers in science and engineering*. New York: IEEE Press.
- Rhodes, F.H.T. (2001). *The creation of the future: The role of the American university*. Ithaca, NY: Cornell University Press.
- Sternberg, D.J. (1981). *How to complete and survive a doctoral dissertation*. New York: St. Martin's Press.
- Toth, E. (1997). *Mrs. Mentor's impeccable advice for women in academia*. Philadelphia, PA: University of Pennsylvania Press.

**Coda**

I look forward with great anticipation to this course. Rest assured that I am eager to talk to or communicate with you about any concerns you may have. You can communicate by telephone, e-mail, or in person. Don't hesitate to make an appointment to see me when needed.