

MuEd 8900: MuEd/MT Doctoral Seminar

University of Minnesota—Spring, 2008
Meeting time: Tuesdays 2:30-4:00 p.m., Ferguson 157 (PHSR)

Dr. Scott D. Lipscomb, Seminar Facilitator

Office Hours: by appointment
or via email at anytime
Office: 148 Ferguson Hall
phone: (612) 624-2843
lipscomb@umn.edu

COURSE SYLLABUS

Course Description:

This seminar provides a unique opportunity for ongoing research-oriented collaborations between doctoral students and all Music Education & Music Therapy faculty members. Experience gained in this collaborative setting confirms that 1) familiarity with and understanding of primary research in the field are essential and 2) research constitutes a primary component of this advanced learning process, enhancing understanding within the field of music education at large. Collaborative research projects will continue from semester to semester until completed, including the process of conception, critical review of related literature, research design, development of a method, data collection, analysis, interpretation, production of a final written report, and submission for publication. Experience gained in this collaborative setting will clearly illustrate to doctoral students the fact that the most successful educator-scholars are themselves life-long learners through the establishment of an active research agenda.

Course Objectives:

The Doctoral Seminar will:

- serve as an exemplary model for the manner in which research is conceived, primary literature evaluated, methods designed, and research projects carried through to completion;
- provide direct experience in the evaluation and critique of primary sources in the literature;
- enhance participant understanding of the topic under investigation, acquiring a body of knowledge that will provide a deep understanding of current trends in music education as they relate to the ongoing project;
- sharpen the ability to formulate and express thoughts clearly and succinctly, both in oral and written form; and
- develop as a scholar and as a future leader in the field.

Required Texts and Materials:

No required text, but doctoral students will be responsible for discovering, reading, and evaluating a significant number of primary sources related to the current research project each semester.

Schedule of Assignments:

Date	Topic	Assignment Due
January 22 (SL)	Organization of Course; Research Question; Students complete IRB	
January 29	IRB Critique	IRB completed and sent for review
February 5 (MJS & AA)	Research Critique Form Explained; Review of Literature sections assigned	
February 12	No class - Students complete their Research Critiques	
February 19 (MJS & SL)	Students explain 1 Research Critique Discussion of Methods	5 Research Critiques on assigned topic; Present 1 (10 minutes, max); Send in word doc format to MJS
February 26 (SL)	Data Collection Explained	Method Section Due
March 4	No class: collect data	
March 11	No class: collect data	
March 18	Spring Break	
March 25	No class: collect data	
April 1	No class: collect data	
April 8 (SL)	Put data in SPSS, analyses	
April 15 (GP)	Interpret results; Discussion	
April 22 (SL)	Results & Discussion	Draft of Results Due
April 29 (KH)	Putting it all together; Poster session explained	Draft of Discussion due
May 9	Research Poster presentation; preparing a manuscript for formal submission	Poster due; Final Paper Due

Research Question(s):

- How does the introduction of a musical rhythm intervention into a group reading of sight words impact reading accuracy as measured by the number of words correct?
- ... impact reading speed as measured by the number of seconds taken to read the list of words?
- Are there differences in fluency related to the level of reading ability (those below grade level and those at or above grade level)?
- What is the relationship between measures of reading accuracy and reading speed?
- Is there evidence of transfer from the improvements observed in those words practiced to those on the list not practiced?