**MUED 5120**

**Applied Research in Music Education**

University of North Texas

College of Music

Fall 2019

Dr. William J. Coppola

[William.Coppola@unt.edu](mailto:William.Coppola@unt.edu)

Class Time: Thurs, 5:00–7:50pm

Office Hours: By appointment  
Class / Office Location: MU 304

**COURSE DESCRIPTION**

Theories, techniques and procedures for conducting and understanding research related to human musical behaviors.

**COURSE OBJECTIVES**

This course is designed to give you the tools to read research literature in music education and interpret quantitative measures. By the end of the semester, you will have the skills necessary to create a proposal for an original research study.

**GENERAL INFORMATION**

1. We will be using Canvas for this course. Be sure to refer to Canvas for all up-to-date information.
2. If you will be absent from class, you are expected to notify Dr. Coppola by email as soon as possible. Failing to do so will result in a deduction of your participation grade.
3. Assignments are expected to be submitted to Canvas by the start of class on the due date. Late work will not be accepted.

**REQUIRED RESOURCES**

# Recommended Text:

# Salkind, N. J. (2017). *Statistics for people who (think they) hate statistics* (6th ed.). Thousand Oaks, CA: Sage.

# Various articles and chapters (uploaded to Canvas)

# Laptop or notebook for note-taking

**GRADING CRITERIA**

**Midterm Exam 20%**

**Final Exam 20%**

**Final Research Proposal 45%**

Annotated Bibliography *(10%)*

Research Proposal  *(20%)*

Presentation(*10%)*

Peer Reviews *( 5%)*

**Participation 15%**

**Total:** 100%

**DESCRIPTIONS OF ASSIGNMENTS**

1. **Midterm Exam** **20% October 10**

The midterm will consist of a combination of multiple choice and short answer responses and will cover all topics from Weeks 1–6.

1. **Final Exam** **20% December 12**

The final exam will be cumulative and will consist of a combination of multiple choice and short answer responses. Additionally, you will be given an published research study to evaluate for quality and rigor.

1. **Final Research Proposal** **40% December 12**

You will plan and design an original research study on a musical topic of your choice.

* **Annotated Bibliography** *(10%)* **November 7**

Produce an annotated bibliography which briefly contextualizes several research studies within the context of your final paper. Each annotation can be around 50–100 words, with at least 15 studies in total.

* **Final Proposal** *(20%)* **December 5**

Prepare a final research proposal outlining your proposed research study. Your proposal must include:

* + Review of literature
  + Purpose statement
  + Research questions
  + Proposed method (including sampling, research design, and testing procedures)
  + Hypothesized findings and/or points of discussion
  + Significance or contribution to the field
  + At least 30 references (APA format)
* **Proposal Presentation** *(10%)* **December 5**

Present your research proposal to the class as if you are presenting at an academic music education conference (e.g., NAfME Research Conference, SMTE Conference, ISME Conference). Your presentation should be no longer than 10 minutes.

* **Peer Reviews** *(5%)* **December 12**One of the objectives of this course is to develop skills relative to analyzing and critiquing research studies. Therefore, an important final task will be to serve as a peer reviewer for your colleagues' paper. Provide a peer review of a colleague’s papers as if you are an external reviewer for a scholarly journal.

1. **Participation** **15% Ongoing**

Out of respect for your colleagues, please be sure to arrive to class on-time and prepared to engage meaningfully in class discussions. Your participation grade is based upon how effectively you (a) engage in class discussions, (b) respectfully dialogue with colleagues, (c) prepare the assigned readings for seminar, and (d) are present and on-time for seminar.

**SCHEDULE OF EVENTS AND ASSIGNMENTS**

*(subject to change; refer to Canvas for most up-to-date calendar)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Class Date | Topic | Readings | Assignments (Due by the start of class) |
| 1 | **August 29** | **Introduction, Issues in Music Ed Research** |  |  |
| 2 | **September 5** | **Ethics and APA; Variables and Operationalizations** | Luker, Chapter 4 |  |
| 3 | **September 12**  *(Dr. Coppola at SMTE Conference)* | **Reviewing the Literature** | Luker, Chapter 5, AND  CHOOSE ONE: Adams (2018); Escalante (2018); or Tucker (2017) | *Create a lit review diagram*  *(due at 8pm)* |
| 4 | **September 19** | **Descriptive Research: Sampling, Surveys, Levels of Measurement** | CHOOSE ONE: Silveira & Hudson (2015); Aguilar & Richerme (2016); or Dye (2018) |  |
| 5 | **September 26** | **Bell Curves, *z*-Scores, Probability, Histograms** |  | *Presenting Initial Research Questions & Lit Reviews* |
| 6 | **October 3** | **Correlations** | CHOOSE ONE: Ballantyne & Packer (2004) or Fung (1994); AND  Sims & Cassidy (2019) |  |
| 7 | **October 10** | **Reliability & Validity** |  | **Midterm Exam** |
| 8 | **October 17** | **Inferential Statistics: Hypothesis Testing, Significance, *p-*values** | Find one music ed journal article using significance testing |  |
| 9 | **October 24** | **Inferential Statistics: Power, Effect Size, and Confidence Intervals** | Find another music ed journal article using significance testing |  |
| 10 | **October 31** | **t-Tests: One-Sample, Dependent Samples, & Independent Samples** | Silvey, Napoles, & Springer (2019) |  |
| 11 | **November 7** | **One-Way ANOVAs** |  |  |
| 12 | **November 14** | **Factorial ANOVAs** | Montemayor & Silvey (2019) | **Annotated Bibliography** |
| 13 | **November 21** | **Qualitative Designs** |  |  |
| 14 | **November 28** | **NO CLASSES: THANKSGIVING** | |  |
| 15 | **December 5** | ***Proposal Presentations*** |  | **Research Proposal Due** |
| FINALS WEEK | | | **Final Exam due 12/12 at 5pm**  **Peer Reviews due 12/12 at 5pm** | |

**SELECTED READINGS**

Adams, K. (2019). Choral configuration: An overview of research and implications for the choral music educator. *Update: Applications of Research in Music Education*, *37*(2), 24–29. <https://doi.org/10.1177/8755123318783526>

Aguilar, C. E., & Richerme, L. K. (2016). A descriptive study of music teacher educators’ beliefs about policy. *Journal of Music Teacher Education*, *25*(2), 37–49. <https://doi.org/10.1177/1057083714553986>

Ballantyne, J., & Packer, J. (2004). Effectiveness of preservice music teacher education programs: Perceptions of early-career music teachers. *Music Education Research*, *6*(3), 299–312. <https://doi.org/10.1080/1461380042000281749>

Dye, C. K. (2018). Descriptive profile and survey of alternatively certified Texas music educators. *Journal of Music Teacher Education*, *27*(3), 24–37. <https://doi.org/10.1177/1057083717731769>

Escalante, S. I. (2019). Latinx students and secondary music education in the United States. *Update: Applications of Research in Music Education*, *37*(3), 5–11. <https://doi.org/10.1177/8755123318802335>

Fung, C. V. (1994). Undergraduate nonmusic majors’ world music preference and multicultural attitudes. *Journal of Research in Music Education*, *42*(1), 45. <https://doi.org/10.2307/3345336>

Luker, K. (2008). *Salsa dancing into the social sciences: Research in an age of info-glut*. Cambridge, MA: Harvard University Press.

Montemayor, M., & Silvey, B. A. (2019). Conductor expressivity affects evaluation of rehearsal instruction. *Journal of Research in Music Education*, *67*(2), 133–152. <https://doi.org/10.1177/0022429419835198>

Silveira, J. M., & Hudson, M. W. (2015). Hazing in the college marching band. *Journal of Research in Music Education*, *63*(1), 5–27. <https://doi.org/10.1177/0022429415569064>

Silvey, B. A., Nápoles, J., & Springer, D. G. (2019). Effects of pre-tuning vocalization behaviors on the tuning accuracy of college instrumentalists. *Journal of Research in Music Education*, *66*(4), 392–407. <https://doi.org/10.1177/0022429418806304>

Sims, W. L., & Cassidy, J. W. (2019). Impostor phenomenon responses of early career music education faculty. *Journal of Research in Music Education*, *67*(1), 45–61. <https://doi.org/10.1177/0022429418812464>

Tucker, O. G. (2018). Positive teacher influence strategies to improve secondary instrumental students’ motivation and perceptions of self. *Update: Applications of Research in Music Education*, *36*(3), 5–11. <https://doi.org/10.1177/8755123317733109>

**OTHER IMPORTANT INFORMATION**

**DIVISION OF MUSIC EDUCATION ATTENDANCE POLICY:**

## *Because this class only meets once a week, only one absence is allowed.* Three tardies will be counted as one absence. Only university-excused absences will be accepted. You must present notification to your professor, which may be obtained from the Office of the Dean of Students.

**ACADEMIC INTEGRITY**

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term “cheating" includes, but is not limited to: a) use of any unauthorized assistance in taking quizzes, tests, or examinations; b) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e) any other act designed to give a student an unfair advantage. The term “plagiarism” includes, but is not limited to: a) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b) the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

http://vpaa.unt.edu/dcgcover/resources/integrity

**STUDENT BEHAVIOR**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.

Student Code of Conduct: <https://deanofstudents.unt.edu/conduct>

**ACCESS TO INFORMATION: EAGLE CONNECT**

Your access point for business and academic services at UNT occurs at [my.unt.edu](http://my.unt.edu/). All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect: [eagleconnect.unt.edu/](http://eagleconnect.unt.edu/)

**ODA STATEMENT**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation.

LINK: [disability.unt.edu](http://disability.unt.edu/).  
PHONE: 940-565-4323

**IMPORTANT DATES**

**2018-2019 Semester Academic Schedule (with Add/Drop Dates)**

<http://catalog.unt.edu/content.php?catoid=17&navoid=1737>

**Academic Calendar at a Glance, 2018-2019**

https://www.unt.edu/catalogs/2018-19/calendar

**Final Exam Schedule**

https://www.unt.edu/catalogs/2018-19/calendar

**FINANCIAL AID AND SATISFACTORY ACADEMIC PROGRESS**

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid.  Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term.   Students cannot exceed attempted credit hours above 150% of their required degree plan.  If a student does not maintain the required standards, the student may lose their financial aid eligibility.

Students holding music scholarships must maintain a minimum 2.5 overall cumulative GPA and 3.0 cumulative GPA in music courses.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. It is recommended that you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course being doing so.

LINK: <http://financialaid.unt.edu/sap>

**RETENTION OF STUDENT RECORDS**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates.

Link: <http://ferpa.unt.edu/>

**COUNSELING AND TESTING**

UNT’s Center for Counseling and Testing has an available counselor whose position includes 16 hours per week of dedicated service to students in the College of Music and the College of Visual Arts and Design. Please visit the Center’s website for further information: <http://studentaffairs.unt.edu/counseling-and-testing-services>. For more information on mental health issues, please visit: <https://speakout.unt.edu>.

The counselor for music students is:

Myriam Reynolds

Chestnut Hall, Suite 311

(940) 565-2741

Myriam.reynolds@unt.edu