

**MUS 601 F01**  
**Introduction to Graduate Studies**

Spring 2012

Monday 10:00am-12:00pm (2credit hours)  
Fine Arts Complex, MUSI 211

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**Introduction:** Welcome to Introduction to Graduate Studies. I am pleased to work with you and I created this syllabus as a guide to assist you in understanding the course format. If at any time you have any questions, please feel free to ask, in person or via email/phone. It is a privilege and an opportunity to help you succeed in this course.

**Prerequisites:** Graduate Standing/permission of instructor.

**Textbook:** There are no required textbooks for this course. Required readings are located at the Rasmuson circulation desk (reserve) or will be provided in class. Style manuals serve us depending on the type of research we are conducting, therefore, no one manual is favored over any other in this course. We will learn the basics of the Publication Manual of the American Psychological Association 6th ed. (APA), Chicago Manual of Style 16th ed. (CMS) (which for our purposes, includes Turabian), and a brief survey of the Modern Language Association 7th ed. (MLA) system.

**Course readings warning:** The literature for this course is not always easy to understand. The readings draw on massive bodies of knowledge and schools of thought that must be studied for years before widespread understanding can occur. However, we must begin somewhere, and to do this, we must seriously examine and study the readings. While the readings may be difficult, course discussion will be impossible without sufficient prior reading, re-reading and analysis.

**UAF Course Description:** Materials, techniques and procedures for research in music. Examination of bibliographic sources. Required of all graduate students in music. Students should register for this class during their first spring semester in residence. Prerequisites: Provisional admission to graduate study and permission of instructor. (2+0).

**Goals:** This course is designed to broaden understanding of academic research in music. Contextual understanding combined with an examination of the major research paradigms within music is sought. The following goals apply to this course:

- mastery of disciplinary knowledge and skill within student's selected research paradigm
- development of critical/analytical skills
- undergirding practice with theory
- reading and critiquing prior research
- conducting research, writing and communicating findings
- contributing to theory development

**Student Learning Outcomes:** Throughout the course and at course completion, students will be able to:

- 1) learn the vocabulary of research. The process of becoming a critical thinker demands that you learn new concepts and terminology and apply them to the analysis and design of research studies.
- 2) identify and choose the appropriate style manual for individual research projects.

- 3) make proper citations and understand bibliography in music research.
- 4) understand the concepts that define the central ideas that govern the ways one thinks in a profession.
- 5) research, write and communicate research findings at the graduate level while selecting a topic for one portion of your degree capstone.

**Instructional Methods:** This course depends heavily on small group discussion for which students must prepare through completing course readings before of each class. Some lecture will occur. The graded activities for this course center on research papers and an annotated bibliography. In this course we are not interested in necessarily agreeing with the research we read, but examining how the research we read aligns with the structural safeguards and rigorous methods outlined and circumscribed by the research community.

### **Tentative Course Calendar:**

Week 1	Course introduction/Syllabus Contextual Musicology course readings (provided in class)
Week 2	Discussion: contextual course readings Find sources for readings; Use APA 6th ed. Final Project Goal New Readings: Research Chapter from Handbook (2002); Research handouts New Harvard Dictionary Definition: Musicology
Week 3	Discussion: Handbook; musicology; handouts Research journal selection New Readings: Rideout Dissertation Create bibliography for readings; Use Chicago 16th ed.
Week 4	Discussion: Rideout Dissertation; Journal selection; Final Project Create bibliography for readings; Use MLA 7th ed. New Readings: Quantitative Research Article; Handbook Chapter
Week 5	Discussion: Quantitative Article; Handbook Annotated bibliography: 2 new sources; appropriate style manual New Readings: Qualitative Research Article: Handbook Chapter
Week 6	Discussion: Qualitative Article; Handbook Annotated bibliography: 2 new sources; appropriate style manual New Readings: Historical Research Article: Handbook Chapter
Week 7	Discussion: Historical Article; Handbook Annotated bibliography: 2 new sources; appropriate style manual

New Readings: Philosophical Research Article: Handbook Chapter  
Course Paper 1 Due: Journal Article Critique

March 12, 2012 SPRING BREAK

Week 8	Discussion: Philosophical Article; Handbook Annotated bibliography: 2 new sources; appropriate style manual New Readings: Ethnographic Research Article: Handbook Chapter
Week 9	Discussion: Ethnographic Article Annotated bibliography: 2 new sources; appropriate style manual
Week 10	Discussion: Ethics and Reporting Research Findings Annotated bibliography: 2 new sources; appropriate style manual
Week 11	Discussion: Final Project Annotated bibliography: 2 new sources; appropriate style manual Course Paper # 2 Due: Working Draft for Final
Week 12	Discussion: Final Project Annotated bibliography: 2 new sources; appropriate style manual
Week 13	Discussion: Final Project/Annotated bibliography clean-up Annotated bibliography: 2 new sources; appropriate style manual
Week 14	Discussion: Conclusions/Presentations

**Evaluation:**

Grading: Course Papers	35 points
Annotated Bibliography:	30 points
Final Paper	35 points

**Final Project:** Students will craft their paper toward a potential, appropriate journal in the field and conform to the style guidelines required for publication.

All grading is based on adherence to best practices within the research paradigms in music. Best practices are presented in the course readings with our major resource being: R. Colwell & C. Richardson (Eds.), (2002). *The new handbook of research on music teaching and learning*. New York: Oxford University Press.

**Grading:** I convert the points you earn in the course to a final grade based on the following scale:

92+ A	82-87 B	72-77 C	62-67 D
90-91 A-	80-81 B-	70-71 C-	60-61 D-

88-89 B+

78-79 C+

68-69 D+

59 or lower F

**Attendance:** I believe that everybody taking this course is an adult. I prefer to treat adults like adults and this policy ought to reflect current practice within the music profession. Each student is allowed one unexcused absence. After one, you will effectively lower your grade by one full letter grade for each absence. If you plan to miss a class, please let me know 24 hours in advance. Otherwise, please consider your absence unexcused.

For example: 1 unexcused absence = A  
2 unexcused absences = B  
3 unexcused absences = C  
4 unexcused absences = D  
5 unexcused absences = F

Disabilities Services: The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Students with disabilities are encouraged to contact the coordinator of Disability Services (Mary Matthews) at the Center for Health & Counseling.