

**MUED 8900 (1 credit)**  
**Music Education Doctoral Seminar**  
**Fall 2024 Syllabus**



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Tuesdays 1:30 PM – 3:00 PM  
Ferguson Hall 157 or via Zoom (see Canvas for Zoom meeting link)

**Instructor:** Dr. Danni Gilbert  
**Office:** Ferguson Hall 148  
**Office Hours:** By appointment  
**Email:** gilbertd@umn.edu

**Faculty Facilitators:** Dr. Keitha Hamann, Dr. Akosua Addo, Dr. Adrian Davis

**Course Description:** Research-oriented collaboration between students and faculty. Models the manner in which research is conceived, primary literature evaluated, methods designed, and research projects carried through to completion.

**Required Texts & Materials:** None

There is no required text, but doctoral students will be responsible for discovering, reading, and evaluating a significant number of primary and secondary sources related to the current research project(s).

**Course Goals & Objectives:**

This seminar will:

- 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

- offer participants an opportunity to develop as scholars and as (future) leaders in the discipline.

**Communication:** All announcements, files, assignments, and other information will be placed on the course Canvas site or delivered by email to your UMN email account. Canvas course announcements and email will be the primary methods of delivering information between classes. Please check your UMN email for accuracy and ensure that your Canvas settings are set up to deliver announcements and assignment comments to your UMN email address. If any information related to assignments or classes is delivered by email or posted on Canvas, it will be assumed that you have received and read the information. Please check your email daily and respond (if necessary) promptly.

**Attendance Policy:** Attendance is expected and will be taken during each class session. As much of this course is based on class discussion and interaction, attendance is very important for student success. In the event circumstances prevent you from meeting the attendance expectations (i.e. prolonged illness), it may be necessary to take the course another semester in which the course is offered when you are better able to successfully meet the requirements.

### **Student Evaluation & Assignments:**

Due dates for course assignments are listed on the course calendar; however, dates are subject to change. Due dates will be verified during class. For problems with the electronic submission of assignments through Canvas, first contact the [Twin Cities Technology Help](#).

Assignment	Point Value
1. BTAA Proposal: <i>Teaching Artists Literature Review</i>	15
2. Presentation of travel grant proposal	15
3. Final manuscript: <i>Teaching Artists Literature Review</i>	50
4. MTNA Conference poster session proposal (abstract + poster)	20
5. IRB and CITI training certificate	15
6. BTAA poster/presentation materials	15
7. "New Project" literature review and references	20
8. Curriculum Vitae (CV)	10
9. Statement of Teaching Philosophy	10
10. Statement of Research Philosophy	10
11. Professional biography and headshot	10
12. Cover letter (letter of application)	10

13.	Final working draft of “new project”	50
14.	Portfolio website with artifacts	50

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<b>Total Points:</b>	<b>300</b>
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**Grading Scale:**

Points	Percentage	Letter Grade
291-300	97%-100%	A+
279-290	93%-96%	A
270-278	90%-92%	A-
261-269	87%-89%	B+
249-260	83%-86%	B
240-248	80%-82%	B-
231-239	77%-79%	C+
219-230	73%-76%	C
210-218	70%-72%	C-
201-209	67%-69%	D+
189-200	63%-66%	D
180-188	60%-62%	D-
179 and below	59% and below	F

**University Policies:**

**Student Conduct Code:** The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. To support this environment, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected to adhere to the Board of Regents Policy: [Student Conduct Code\(PDF\)](#). Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or

a student's ability to learn." The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

**Use of Personal Electronic Devices in the Classroom:** Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please review the [\*Teaching and Learning: Student Responsibilities\*](#) policy.

**ChatGPT:** Artificial intelligence (AI) language models, such as ChatGPT, may be used for any assignment with appropriate citation. Examples of citing AI language models are available at: [libguides.umn.edu/chatgpt](http://libguides.umn.edu/chatgpt). You are responsible for fact checking statements composed by AI language models.

**Scholastic Dishonesty:** You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means: plagiarizing; cheating on assignments or examinations, including the unauthorized use of online learning support and testing platforms; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: [\*Teaching and Learning: Instructor and Unit Responsibility\*](#).

The [\*Office for Community Standards\*](#) has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty.

Beware of websites that advertise themselves as being "tutoring websites." It is not permissible to upload any instructor materials to these sites without their permission or copy material for your own homework assignments from these various sites. If you have additional questions and concerns, please clarify with your instructor for the course. Your instructor can respond to your specific

questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., when and whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences:** Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: [Administrative Policy: Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester.](#)

**Appropriate Student Use of Class Notes and Course Materials:** Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see Administrative Policy: [Teaching and Learning: Student Responsibilities.](#)

**University Grading Scales:** The University has two distinct grading scales: A-F and S-N. The A-F grading scale allows the following grades and corresponding GPA points:

A	4.000 - Represents achievement that significantly exceeds expectations in the course.
A-	3.667
B+	3.333
B	3.000 - Represents achievement that is above the minimum expectations in the course.
B-	2.667
C+	2.333
C	2.000 - Represents achievement that meets the minimum expectations in the course.

C-	1.667
D+	1.333
D	1.000 - Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements.
F	0.000 - Represents failure in the course and no credit is earned.

In the S-N grading scale, a grade of S (0.00 GPA points) corresponds to Satisfactory (equivalent to a C- or better). A grade of N (0.00 GPA points) corresponds to Not Satisfactory.

For additional information, please refer to:

<http://policy.umn.edu/education/gradingtranscripts>.

### **Sexual Harassment, Sexual Assault, Stalking and Relationship Violence:**

The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact a confidential [resource on your campus](#). If you want to report sexual misconduct, or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus [Title IX office or relevant policy contacts](#).

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role.

For more information, please see [Administrative Policy: Sexual Harassment, Sexual Assault, Stalking and Relationship Violence](#).

### **Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, familial status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing

with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [Equity, Diversity, Equal Opportunity, and Affirmative Action \(PDF\)](#).

**Disability Accommodations:** The University of Minnesota is committed to creating learning environments that are inclusive and accessible to all students. If you are experiencing disability-related barriers to learning in your courses, the Disability Resource Center (DRC) is the office that collaborates with students to explore reasonable accommodations, tools, and resources.

If you are registered with the DRC and have a current accommodation letter please share your letter with me as soon as possible so that we can discuss how your accommodations will be implemented in this course. The sooner I know about your disability access-needs, the more equipped I can be to facilitate accommodations. You may reach out to me or your (access consultant/disability specialist) if you have any questions or concerns about your accommodations.

If you are not registered with the DRC and are experiencing or think you may be experiencing disability related to a mental health, attention, learning, chronic health, sensory, or physical condition, and would like to discuss accommodations and/or resources, please contact the DRC on our campus (e.g., UM Twin Cities - 612.626.1333).

If you have a short-term medical condition, such as a broken arm, I may be able to assist in minimizing classroom barriers. In situations where additional assistance is needed, you should contact the DRC as noted above.

Campus DRC information:

Twin Cities - <https://diversity.umn.edu/disability/>, [drc@umn.edu](mailto:drc@umn.edu)

**Mental Health and Stress Management:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the [Student Mental Health website](#).

**Academic Freedom and Responsibility (for courses that do not involve students in research):** Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

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### Tentative Course Schedule \*

If in-person classes are canceled (i.e. inclement weather), you will be notified of the instructional continuity plan for this class through a Canvas announcement.

Class #	Date	Topic(s)	Related Assignment(s)
1	Tuesday, September 3	<ul style="list-style-type: none"> <li>• Introduction, Canvas and syllabus</li> <li>• Mentoring assignments</li> <li>• Overview of current project(s) and plan for new project</li> <li>• Campus climate micro-grant for MacPhail's Project Amplify</li> <li>• Discussion of upcoming <a href="#">BTAA Conference</a>, research presentation, and grant proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Review syllabus and schedule</li> <li>• <b><i>Deadline for <a href="#">BTAA presentation proposal</a> submission is Sunday, September 8!</i></b></li> </ul>



		In class: As a group, work on BTAA proposal for <a href="#">Teaching Artists Literature Review</a> project and submit.	
2	Tuesday, September 10	<ul style="list-style-type: none"> <li>• Writing and submitting grant proposals for scholarly presentation travel</li> <li>• Brainstorming ideas for individual (MTNA) and collaborative (doc sem, Suncoast) research projects</li> <li>• Review draft of <a href="#">Teaching Artists Literature Review</a> project and set next steps; assign sections to review/complete</li> </ul> <p>In class: As a group, prepare a shared folder for UPDATE submission materials, including: anonymous main document (no more than 25 pages total); abstract (150 words); implications statement (100 words); references, tables, figures, appendices (check APA); separate title page; letter to editor (cover sheet)</p>	<ul style="list-style-type: none"> <li>• <i>Deadline to apply to present research poster at 2025 MMEA Midwinter Clinic (Minneapolis) is September 12 (Dr. Addo)</i></li> <li>• Familiarize (or re-familiarize) yourself with the <a href="#">Teaching Artists Literature Review</a> project and submission guidelines for the journal, <a href="#">UPDATE</a>. Come to class prepared with questions, thoughts, ideas.</li> </ul>
3	Tuesday, September 17	<ul style="list-style-type: none"> <li>• Discussion of upcoming <a href="#">MTNA National Conference</a></li> <li>• Writing abstracts</li> <li>• Designing and presenting research posters</li> <li>• Where to print research posters; poster travel tips</li> </ul>	<ul style="list-style-type: none"> <li>• Complete final draft of <i>Teaching Artists Literature Review</i> project</li> </ul>

		In class: Final review of <i>Teaching Artists Literature Review</i> project and assign next steps	
4	Tuesday, September 24	<ul style="list-style-type: none"> <li>Peer review of MTNA abstracts and research poster slides</li> </ul> <p>In class: Submit final <i>Teaching Artists Literature Review</i> project to the journal, <i>UPDATE</i></p>	<ul style="list-style-type: none"> <li><i>After class today:</i> <a href="#">Submit poster session proposal for MTNA Conference</a> (also upload abstract and poster slide to Canvas)</li> </ul>
5	Tuesday, October 1	<ul style="list-style-type: none"> <li>NEW project planning, overview, timeline, goals</li> <li>Construct working drafts of project title, purpose statement, and research questions.</li> <li>Determine research methodology with proposed data collection and analysis</li> <li>Determine the best fit for presentation and publication</li> <li>Assign students topics to explore for literature review and reference collection</li> </ul> <p>In class: Create a shared “main document” file to house contributions</p>	<ul style="list-style-type: none"> <li>Dr. Gilbert will submit new project proposal for consideration to present at <a href="#">Suncoast Music Education Research Symposium XV</a>, February 5–8, 2025 (University of South Florida / Tampa, Florida)</li> </ul>
6	Tuesday, October 8	<ul style="list-style-type: none"> <li>Prep for BTAA Conference this week</li> <li>Students accepted for poster or oral presentations will deliver “dress rehearsal”</li> </ul>	<ul style="list-style-type: none"> <li>Final BTAA poster/presentation materials</li> <li>Literature review and references draft #1</li> </ul>







		<p>presentations to peers and faculty in class</p> <ul style="list-style-type: none"> <li>• Writing an introduction: hook, bridge, purpose; background, description of problem, significance of study</li> </ul> <p>In class: Peer review of literature review and references; assign next steps</p>	<ul style="list-style-type: none"> <li>• <a href="#">Fall 2024 SOM Grad Student Research &amp; Travel Fund application due by Friday, October 11, 4:00pm</a> <ul style="list-style-type: none"> <li>◦ <a href="#">Sample template</a></li> </ul> </li> </ul>
*Calendar is subject to change.			
7	Tuesday, October 15	<ul style="list-style-type: none"> <li>• Developing a methodology: participants/subjects; materials; data collection procedures; sampling</li> <li>• Checks for quality of research: assessing validity and reliability</li> </ul> <p>In class: Decide on method and timeline of data collection; peer review of literature review and references, assign next steps</p>	<ul style="list-style-type: none"> <li>• Prior to class, locate possible data collection tools (or closely related tools) to discuss with peers</li> <li>• Literature review and references draft #2</li> </ul>
8	Tuesday, October 22	<ul style="list-style-type: none"> <li>• Ethics in research</li> <li>• Submitting a protocol for IRB approval</li> </ul> <p>In class: Review IRB submission procedure and forms, submit; peer review of literature review and references, assign next steps</p>	<ul style="list-style-type: none"> <li>• Literature review and references draft #3</li> </ul>
9	Tuesday, October 29	<ul style="list-style-type: none"> <li>• Review draft of Qualtrics survey questionnaire</li> <li>• Provide feedback using "Instrument Assessment Form"</li> </ul>	<ul style="list-style-type: none"> <li>• Proofread entire draft of "new project" manuscript. Use comments feature to include your suggestions for</li> </ul>