

MUS 695-01 (4118)—Thesis Guidance

Spring 2011

Instructor: Dr. Robert Amchin

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Room 229 Office 852-0536

Meeting times: TBA

Office Hours: Thursday 1-4 and 8-9 and by appointment

Course Description

Thesis paper. A capstone project related to music education or teacher education.

Required Materials

APA Manual, (2009) (6th ed.) Washington: American Psychological Association.

Prerequisite

Master's candidates in music education, music theory-composition, and music history.

Objectives

Students will apply best practice strategies in an action, quasi-experimental, philosophical, historical or qualitative research setting in this capstone experience project, as approved by the thesis advisor and two additional faculty readers.

Schedule

Regular/weekly contact with university supervisor, TBA

A = Completion of thesis at an exceptional level. No revisions in final draft, highly reflective final project

A- = Completion of thesis at an exceptional level. Minor revisions needed in final draft at conclusion of oral defense. Clear reflective paper demonstrative of critical thinking on the thesis topic.

B = Completion thesis, revisions required, depth of reflection is acceptable

C = Incomplete thesis paper

I= Incomplete completion of paper

F = Inadequate work in this course.

Ideas to Action/ Critical Thinking objectives, as found in the thesis introduction, literature review and conclusions. Reflection on the following critical thinking tasks.

1. Identify at least 20 pieces of literature to be included in the Introduction, Background, and/or Literature Review section that are **relevant** and important to your study. [*Significance*]. Include APA reference only.
2. What is the affiliation of the authors being reviewed? Are they credible resources and validated when compared to related resources? [*Accuracy*]
3. In your review, identify in your own words: 1) a statement of the **problem** clearly explored, 2) the specific methods used [*Precision*], 3) the **significant** results of the materials reviewed, 4) and the **conclusions**

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reached by the author(s), and 5) critically describe how these are **relevant** to your thesis.

4. What are 2 **important** findings of your literature review [**Results**] and how they are **relevant** to your project and to music educators? [*Depth and breadth*]
5. Reflect on the **implications** for change in policy or practice for music education based on your review of the literature and your project. [*Logic*] If the findings of your project differ from your expectations [**assumptions**], how can you reconcile the literature reviewed and your study's **conclusions**? [*Fairness*]

Plagiarism

It is expected that a student in the Graduate School will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in severe academic penalties including dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities (see Graduate Catalog). Ignorance of these responsibilities is not an acceptable defense against charges of academic dishonesty.

Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

Continuity of Instruction

In the event that the university is closed due to extreme weather or a widespread health epidemic, note that class will continue. Modified, replaced, or added assignments will be placed on the Blackboard site should a closure occur. Students are expected to check their university email account and the Blackboard site for class updates.

The instructor reserves the right to vary the syllabus and alter the sequence of instruction as needed.

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