

Capstone Project Course 9599a
Fall 2020
Don Wright Faculty of Music
Course Syllabus

Monday 6:30-9:30 pm

Professors: Dr. Betty Anne Younker
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CLASSES VIA ZOOM; f2f meetings per request
Zoom links on OWL

COURSE DESCRIPTION

The Capstone Project provides an opportunity for students to engage in high-level inquiry focusing on an area of specialization within the profession. Capstone projects will be inquiry and practice-centered and will draw upon areas of interest to the student and focus from the program such as philosophy, sociology, policy, research, principles of pedagogy, curriculum design, or technology, among others. All capstones aim to bridge theory and practice and are aimed to have an impact on the professional life of students.

The aim of the course is to facilitate the development of your Capstone Projects. Students are encouraged to apply and expend knowledge gained on teaching and learning throughout the Master of Music Education program as part of this process.

COURSE OBJECTIVES

The Capstone Project should demonstrate the depth and extent of knowledge of students.

The Capstone projects may take a variety of formats (e.g., video, web, traditional text, media) of scholarly work.

During this course, students will:

- investigate and evaluate prominent literature connected to their CP,
- develop an outline for thinking and practice that illuminates and brings insight to an area of the music education field,
- develop and create practical resources for music education settings,
- Present a clearly articulated investigative framework, while situating projects within established academic practices and/ or ideas, and
- offer inquiry-based argumentation for educational/curricular change and adaptation where conceptual propositions are tied to in-the-world realities.

REQUIRED TEXTS

Readings

Texts will be available via OWL. They will be an assortment of collected materials, providing a wide-range view of capstone structures, conceptualizations and standpoints.

Additional materials will be provided as required by the instructor.

CLASS TIMES	CLASS CONTENT	ASSIGNMENT DUE DATES	WEIGHTING
September 14	Class meeting Readings: <ul style="list-style-type: none">• Capstone Project Guidelines• Inquiry Based Learning• Shively, J. (2002). Constructing musician understandings. In (B. Hanley & T. W. Goolsby, eds.). <i>Musical understanding: Perspectives in theory and practice</i>, (pp. 201-214). Canadian Music Educators Association		
September 21	Class meeting Reading: Harper, D (2002). Talking about pictures: A case for photo elicitation. <i>Visual Studies</i> 17 (1), pp. 14-26.		
September 28	Class meeting Reading: Merriam, S. B. (1998). Level of Analysis. In (S. B. Merriam) <i>Qualitative research and case study applications in education</i> , pp. 178-197. San Francisco, CA: Jossey-Bass Publishers.	Assignment 1: Capstone Proposal Outline	10%
October 5	Individual work		

October 12	Thanksgiving: no class		
October 19	Individual work		
October 26	Class meeting Reading: <i>Dealing with Validity, Reliability, and Ethics</i> (Merriam, 1998, Chapter 10, pp. 198-219)	Assignment 2: First draft or detailed outline of theoretical and practical parts of capstone project	20%
November 2	UG reading week: No class but available for individual meetings		
November 9	Class meeting Review and discussion of first drafts		
November 16	Individual work		
November 23	Individual work	Assignment 3: Second draft due	25%
November 30	Class meeting: Practice run of Presentations	Assignment 4: Practice run of presentation including multi-media elements	20%
December 7	Class meeting: Presentations		
December 14		Assignment 5: Final version of capstone document	25%

ASSIGNMENTS

All materials and assignments are to be delivered through OWL. The instructors will organize the site.

Capstone Proposal Outline

Assignment 1:

1. Develop a two to three-page detailed outline of your capstone
 - a. Introduction – Explains the interest in the topic and situates the project in a scholarly and/or practical context.
 - b. Goals and Process – Describes the goals and purpose of the project. The section will detail the activities that will take place during the project, including who will be involved, and the role the student will play.
 - c. Final Product and Timeframe – Outlines the timeline for the project. This section will also detail the final format of the project and how it will be presented.

Assignments 2 and 3 (Drafts):

1. Drafts should follow the outline of the final capstone detailed below.

Assignments 4 and 5:

1. Final Capstone and Presentation

- a. A condition of the capstone project is that students demonstrate the ability to gather materials, review current literature, and to examine sufficient background material to inform the development of original work. To this end, the capstone projects should be thought of as in two parts:

- i. A narrative-focused conceptual segment that describes and reflects upon the information gathering process, as well as a literature review sufficient to provide a scholarly contextualization of the topic.
- ii. Length will vary but a good expectation for this section would be 20 to 25 pages (5000 to 7500 words, double line spaced); inclusive of references.
- iii. A practice-oriented segment where original and collected materials will be presented in response to your identified topic.
- iv. Multimedia and web-based formats are highly encouraged in this segment of the capstone.
- v. Materials should be 'sharable' and aimed at impacting an area of work within music education
- vi. A public presentation of the final project will be delivered in the last week of classes.

EVALUATION

Assignments will be evaluated according to the degree to which your work meets the following criteria:

1. Evidence of application of clearly articulated investigate framework to inform the capstone project.
2. Offer of an inquiry-based argumentation for educational/curricular change and adaptation relating theory to practice.
3. Offer of an inquiry-based argumentation for educational/curricular change and adaptation relating theory to practice.
4. Synthesis and evaluation of a relevant body of literature to contextualize the topic
5. Development of appropriate and relevant practical resources for identified music education settings.
6. Ability to organize and illustrate project in oral and media presentation
7. Ability to convey clear conceptualization of project and answer questions in public presentation.
8. Accurate use of English
9. Accurate use of APA referencing

COURSE POLICIES

Attendance Policy

Your punctual attendance and in-class participation are expected and vital to the academic success of all learners. We expect that you will notify me in advance should you need to miss a class. Given the seminar (low numbers) nature of this class, absence creates significant disruption to the class structure.

STUDENT SUPPORT SERVICES

Health and Wellness

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on-campus health-related services to help students achieve optimum health and engage in healthy living while pursuing a graduate degree. Students seeking help regarding mental health concerns are advised to speak to someone in whom they feel comfortable confiding, such as a faculty supervisor, a program advisor, or the Associate Dean (Graduate Studies). Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html.”

The following websites may be useful to you in obtaining support during your studies:

Office of the Registrar

This site provides you with information on things like course enrollment, student finances, and student records, as well as the latest updates from Student Central: <http://www.registrar.uwo.ca/>.

Services for Students with Disabilities

If you require accommodations to meet course objectives because of a documented disability, please make an appointment with SSD as soon as possible so that we can ensure your full participation in the course: <http://www.sdc.uwo.ca/ssd/>.

Support Services

Students that are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Any student looking to book an appointment with a physician, a counsellor, psychologist, psychiatrist, in search of group care options, or any other service provided through Student Health Services and Psychological Services must book an initial appointment in Student Health Services, UCC 11 (Lower Level of the University Community Centre).

Crisis supports will continue to be offered in both Student Health Services (UCC 11) and Psychological Services (WSSB 4100) during [operating hours](#). Please call 911 if your safety, or the safety of others is a concern. Additional crisis supports can be found [here](#).

Students can book an appointment with Student Health Services or Psychological Services in person in UCC 11 (Monday-Friday 9:00a.m.-4:00p.m.), or by telephone at 519-661-3030.

If you require any further clarification, please email health@uwo.ca.

ACCOMMODATION FOR MEDICAL ILLNESS ((adapted from the Senate policy on Accommodation for Illness))

The Policy on Accommodation for Medical Illness can be found at www.studentservices.uwo.ca/secure/index.cfm. The University has a new policy on Accommodation for Medical Illness, www.uwo.ca/univsec/handbook/appeals/medical.pdf,

- The Graduate Program in Music recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by physical or mental illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The Graduate Program in Music further recognizes that physical or mental illness situations are deeply personal, and respects the need for privacy and confidentiality in these matters. In order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.
- Documentation shall be submitted, as soon as possible, to the office of the Associate Dean (Graduate Studies), not to the course instructor.
- Students with special learning needs or other circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be considered.

UNIVERSITY POLICY ON NETIQUETTE

Because many of our graduate course offerings at this time will be offered in an online/remote or blended delivery format, please include a statement on online etiquette or netiquette in your course outlines. This statement should inform students of your expectations for appropriate communication and behaviour in online or remote contexts.

Below are a few examples that you may find useful to adopt or modify for your own purposes:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Use proper grammar and spelling. Cite the ideas of other appropriately.

The examples above reflect a distillation of a number of detailed netiquette statements intended for undergraduate courses. The list here is intended for advanced students in graduate courses.

Here are links to some of the sites consulted.

<https://www.cowley.edu/online/current/netiquette.html>

<https://asuonline.asu.edu/newsroom/online-learning-tips/netiquette-online-students/>

<https://adjunctworld.com/blog/sample-netiquette-statements/>

<https://onlinestudyaustralia.com/netiquette-rules-guidelines-students/>

UNIVERSITY POLICY ON PLAGIARISM

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com, <http://turnitin.uwo.ca/>

Plagiarism: Complete assignments independently. Submission of work with which you have received help from someone else (other than the course instructor or TA) is an example of plagiarism. Plagiarism is a major academic offence. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_

[undergr ad.pdf](#)

STATEMENT ON ACADEMIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf