

Capstone Project Course - MUSIC 9599B
Winter 2023
Don Wright Faculty of Music
Course Syllabus

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Office Hours: by appointment
Office: TC 434
Class Times: Mondays 5:30-8:30 pm

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 Learning Outcomes

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.

Course Materials

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.

Course Timeline and Format

Week 1 (January 9) – Class Meetings All Students
Week 2 (January 16) – Class Meetings All Students
Week 3 (January 23) – Class Meetings All Students
Week 4 (January 30) – Individual Work
Week 5 (February 6) – Individual Work
Week 6 (February 13) – Individual Work
Week 7 (February 20) – Reading Week. No class but available for individual meetings
Week 8 (February 27) – Class Meetings All Students
Week 9 (March 6) – Class Meetings All Students
Week 10 (March 13) – Individual Work
Week 11 (March 20) – Individual Work
Week 12 (March 27) – Presentations–Class Meetings All Students
Week 13 (April 3) – Presentations–Class Meetings All Students

Additional individual meetings will be set up on a need's basis in conjunction with developing work.

Methods of Evaluation

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

There will be five assessed elements of the course:

| Assignment | Detail | Weighting | Due date |
|--------------|----------------------------------------------------------------------------------------|-----------|----------|
| Assignment 1 | Capstone Proposal Outline | 10% | |
| Assignment 2 | First draft or detailed outline of theoretical and practical parts of capstone project | 20% | |
| Assignment 3 | Revised second draft of capstone | 25% | |
| Assignment 4 | Public presentation of overview of capstone including multi-media elements | 20% | |
| Assignment 5 | Final version of capstone document | 25% | |

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.

Assessment Criteria

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

Enrollment Restrictions

Enrollment in this course is restricted to graduate students in music education.

Course Policies

Attendance Policy

Your attendance and participation in class are expected and vital to the academic success of all learners. Given the seminar (low numbers) nature of this class, absence create significant disruption to the class structure. Please plan ahead so that absences are avoided.

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

Statement on Accommodation for Medical Illness

The Graduate Program in Music recognizes that a student's ability to fulfill academic responsibilities may, on occasion, be impaired by illness or injury. To ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's course grade shall be granted only in cases where there is documentation indicating that the student could not reasonably be expected to meet the 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.

Accessible Education Western

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence, either recently or in the past, you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca or call 519-661-3568