Instructor: Dr. William Coppola  
Email: wcoppola@usc.edu  
Office Location: MUS 302

Class Meeting Time: Mondays, 5 – 7:50pm  
Class Location: TMC 202  
Units: 3.0  
Office Hours: Mondays, 3–4:50pm, or by appointment

**COURSE DESCRIPTION**
Introductory exploration of types of research linked to research literature in music teaching and learning; interpreting research reports; organizing and writing research proposals and reports.

**LEARNING OBJECTIVES**
In this course, students will:
- gain knowledge and skills in qualitative, quantitative, philosophical, and historical research paradigms in music teaching and learning;
- learn about the contexts, procedures, and tools of research in music teaching and learning;
- gain skills necessary to read, interpret, and critique research studies;
- become aware of ethical issues in research involving human subjects;
- develop an inquisitive nature and a positive attitude about research issues in music teaching and learning;
- develop scholarly writing skills and techniques.

**GENERAL COURSE INFORMATION**
1. All students are required to complete USC’s Trojan Check before coming to class. USC is now requiring masking indoors for all individuals in campus facilities, including vaccinated and unvaccinated individuals.
2. Class information and assignments will be posted on Blackboard. Without prior written consent from the instructor, permission is not granted to copy, record, reproduce, give or sell any course materials (including class sessions and lectures) by instructor, students, participants, or guests.
3. Assignments are expected to be submitted to Blackboard by the due date. Late work will not be accepted. If you miss submitting work for an unavoidable emergency, notify the instructor by email in advance to discuss the situation.
4. Attendance Policy: Students are expected to attend all classes. Please e-mail the instructor in advance if you expect to miss class.

**CLASS FORMAT**
This course takes place in synchronous class sessions involving lectures and in-class discussions (FINALLY!). It will also include some asynchronous activities. Course readings and materials will be used to foster in-class and online discussions through the course website on Blackboard.
COMMUNICATION EXPECTATIONS

**Email:** I respond to emails within **24 hours** Monday through Friday, or by Monday following a weekend or holiday break. **I kindly ask that you also respond to any email concerning academic work within the same timeframe.**

**Participation:** Communication and active participation are essential for success in this class. Some concepts may take time to adequately digest, and you should feel comfortable to ask questions anytime, in class and beyond. If you have questions or comments that cannot be answered during class time, please schedule an appointment to have an office hour chat with me.

**READINGS**

No texts are required for this course. All readings will be posted on Blackboard (see readings listed below)


**EVALUATION CRITERIA**

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
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<tbody>
<tr>
<td>CITI IRB Certification</td>
<td>5%</td>
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<tr>
<td>Midterm Quiz</td>
<td>10%</td>
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<td>Final Quiz</td>
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<tr>
<td>Collective Research Project</td>
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<td>Final Project</td>
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<tr>
<td>Annotated Bibliography</td>
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<td>Conference Presentation</td>
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<td>Final Written Proposal</td>
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<td>Peer Reviews</td>
<td>10%</td>
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<tr>
<td>Week</td>
<td>Topic and subtopic</td>
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| 1 August 23 | Introduction to Research & Inquiry  
Discuss ideas for collaborative project | To read after 1st class meeting:  
• Allsup (2014)  
• Luker (2008), Chapter 1                                                                                                                                                                               | Intro survey                                                                                   |
| 2 August 30 | APA, Ethics, & IRB  
Work on collaborative project |                                                                                                                                                                                                             | Schedule 1-on-1 meeting (by 10/11)                                                            |
| 3 September 6 |  
**NO CLASS: Labor Day**  
**CITI IRB Certificate (11:59pm)** |                                                                                                                                                                                                             | **APA correction worksheet**                                                                  |
| 4 September 13 | Reviewing the Literature  
Work on collaborative project | • Luker (2008), Chapter 5  
• Lit review article of your choice                                                                                                                                                                      | Submit final project idea                                                                       |
| 5 September 20 | Designing Qualitative Research  
5+ qualitative approaches | • Luker (2008), Chapter 4  
• Creswell & Poth (2012), Chapter 4                                                                                                                                                                         | Complete your lit review diagram (see Luker, Ch. 5)                                             |
| 6 September 27 | Designing Quantitative Research  
Research Questions,  
Hypotheses, Variables,  
Operationalization, and  
Designing Experiments |                                                                                                                                                                                                             | **Midterm Quiz Opens (7pm)**                                                                 |
| 7 October 4 | Qualitative Data Collection  
Fieldnotes, Jottings, and Memos;  
Access, Rapport, Gatekeeping | • Creswell & Poth (2012), Chapter 7  
• Emerson et al. (2011), Chapters 1–2                                                                                                                                                                         | **Midterm Quiz Closes (5pm)**                                                                 |
| 8 October 11 | Quantitative Data Collection  
Sampling, Levels of Measurement, Survey Design |                                                                                                                                                                                                             | **Annotated Bibliography**                                                                    |
| 9 October 18 | Qualitative Analysis  
Coding, Uncovering Themes,  
Trustworthiness and Rigor | • Tracy (2010)  
• Read ONE qual paper of your choice: (1) Case study, (2) grounded theory, (3) narrative, (4) ethnography, or (5) phenomenology                                                                 |                                                                                               |
| 10 October 25 | Quantitative Analysis, Part I: Descriptive Research  
Distributions, Measures of Central Tendency |                                                                                                                                                                                                             |                                                                                               |
| 11 November 1 | Quantitative Analysis, Part II: Correlational Research  
Reliability and Validity;  
Work on collaborative project |                                                                                                                                                                                                             |                                                                                               |
**Quantitative Analysis, Part III: Inferential Research**

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>12 November</td>
<td>Significance, Error, t-tests</td>
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<tr>
<td>13 November</td>
<td>Effect Size, Analysis of Variance (ANOVA)</td>
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<tr>
<td>14 November</td>
<td>Research Symposium Day 1/ Historical Research</td>
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<td></td>
<td>Work on collaborative project</td>
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<tr>
<td>15 November</td>
<td>Research Symposium Day 2/ Philosophical Research</td>
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<td>FINALS</td>
<td>Final Written Proposal due Dec. 13, 11:59pm</td>
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<td></td>
<td>Peer Reviews due Dec. 14, 11:59pm</td>
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**DESCRIPTIONS OF ASSIGNMENTS**

**CITI IRB Certification**
Complete the basic modules of *CITI training – Protection of Research Subjects* during the semester and submit a copy of your certificate to the instructor. To complete this assignment, you will need to request an account and complete the Social-Behavioral Human Subjects Training for UPC (non-medical research).

Please upload your certificate of completion to Blackboard by **September 6 at 11:59pm**.

**Instructions:**
- Step 1: Register [HERE](#) by using your USC ID
- Step 2: Complete training for Social-behavioral Human Subjects Training (6 modules). This should take you approximately 2 hours
- Step 3: Upload certificate of completion on Blackboard by 09/06/21 by 11:59p.m.

Do not hesitate to contact the instructor should you encounter any difficulties with this assignment.

**Midterm & Final Quizzes**
The Midterm and Final Quizzes will consist of a combination of multiple choice and short answer responses. The Midterm Quiz will cover material from Weeks 1–8, and the Final Quiz will be cumulative with a focus on Weeks 9–15. These quizzes will be **open book** but must be completed **individually** within a **time limit**.

**Collective Research Project**
Take part in the development of a collaborative research proposal with the class. For this project, we will come up with a research question and define a research strategy (including method, sampling, procedures). If possible, we will also collect and analyze data and prepare a final report (potentially for publication). There will be time allocated to this project in class. This is an opportunity for you to engage with research in a practical manner and directly apply theoretical ideas. There will be tasks to complete throughout the semester, which will depend on the design of
the project. If there is interest, we may also submit an abstract for a poster presentation at the CASMEC meeting in Fresno, CA, in Spring 2022.

**Final Project**
Complete a full proposal for an original research project of your choice (preferably related to your dissertation work) and prepare a written paper and oral presentation. To do this, you will need to:

- Formulate a research question of relevance to the field of music education;
- Search, evaluate, and review the appropriate literature;
- Refine your research question, as necessary (to be discussed during our one-on-one meeting);
- Develop a research design using an appropriate methodology and data analysis strategy
- Write up your full proposal using APA style (7th edition).

(For information on how to use APA style, please refer to [Purdue Owl’s APA Guide](#)).

To make sure you are making regular progress on your proposal, there will be several **benchmarks** along the way (see descriptions below for more information):

1. Submit your intended **project idea** (1–2 paragraphs) by September 13
2. Schedule **one-on-one meeting** with Dr. Coppola by October 11
3. Submit a **keyword/topic diagram** for your literature review by September 20
4. Complete an **Annotated Bibliography** (see below) by October 25
5. Present your project in an **Oral Presentation** on November 22 or 29
6. Submit the **Final Written Proposal** by December 13
7. Complete a **Peer Review** of a classmate’s project by December 14.

**Annotated Bibliography**
Find at least 15 **scholarly** research articles related to your chosen topic. In 2–3 sentences, briefly contextualize each study with the following information:

- (1) the research approach (e.g., survey, experimental, case study, ethnography)
- (2) main findings of the study
- (3) how the article contributes to your research topic

See Blackboard for template/examples.

**Final Written Proposal**
Complete a research proposal on a topic of your choice (preferably related to your dissertation work) and prepare a written paper and an oral presentation.

Your Final Proposal should include the following sections:

- **Cover Page**
  - Tentative title
  - Name, institution, and date of submission

- **Body of the Proposal**
  - Problem to be addressed
  - Review of literature
  - Statement of the purpose and/or gaps in research
  - Statement of the research question(s) or guiding principles that will drive your investigation

- **Outline of your research design**, including as much detail as possible about:
MTAL 500 Syllabus
USC Thornton; Fall 2021
Dr. Coppola

• Methodology (e.g., case study, ethnography, pre-test/post-test)
• Sampling strategy (e.g., purposeful, probability sampling)
• Analysis procedures (e.g., deductive coding, ANOVA)
• Hypothesized findings you might expect
• Any particular implementation needs (e.g., resources, access, software, tools)

• References section with at least 20 scholarly references. Must be in proper APA 7th edition formatting, including hanging indentations, capitalization, punctuation, italicization, etc.
The more detail you supply, the better your proposal will be. If you are collecting data from people or a particular community (empirical research), try to present information about the actual site(s) you have chosen. If you are collecting data from written sources (non-empirical), supply a thorough description of these sources.

Conference Presentation
During the final two weeks of class, we will present our research proposals in a mini-conference on music teaching and learning. Papers will be grouped according to selected themes and students will serve as presenters, discussants and time-keepers.

During our mini-conference, you will give a 10-minute oral presentation of your research proposal, followed by a 5–10-minute intensive Q&A session with the class.

Presentations will take place in class on November 22 and 29.

If using PowerPoint, Prezi or other slideshow software, 10–12 slides should be plenty. Please keep text to a minimum and avoid reading directly from your slides. Check that you have covered all aspects of the proposal. Here are some useful tips for presenting your work as a graduate student.

Peer Reviews
One of the objectives of this course is to develop skills relative to analyzing and critiquing research studies. Therefore, an important final task will be to serve as a peer reviewer for a classmate’s paper. Provide a peer review of a colleague’s papers as if you are an external reviewer for a scholarly journal. See an example on Blackboard.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Statement on Academic Integrity:
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, (www.usc.edu/scampus or http://scampus.usc.edu) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Statement for Students with Disabilities:
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Emergency Preparedness/Course Continuity in a Crisis:
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Support Systems:
Counseling and Mental Health
phone number (213) 740-9355
On call 24/7
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline
Phone number 1 (800) 273-8255
On call 24/7
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP)
Phone Number (213) 740-9355(WELL), press “0” after hours
On call 24/7
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

USC Office of Equity, Equal Opportunity, and Title IX
Phone number (213) 740-5086
Title IX Office (213) 821-8298
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment
Phone number (213) 740-5086 or (213) 821-8298
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs
Phone number (213) 740-0776
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.
**USC Campus Support and Intervention**
Phone number (213) 821-4710
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

**Diversity at USC**
Phone number (213) 740-2101
Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

**USC Emergency**
UPC phone number (213) 740-4321
HSC phone number (323) 442-1000
On call 24/7
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

**USC Department of Public Safety**
UPC phone number (213) 740-6000
HSC phone number (323) 442-1200
On call 24/7
Non-emergency assistance or information.