

SRING 2006 – MUS 400: RESEARCH I (2 quarter-units)

Richardson Library – Room 400 (Room 300 for Wed. 4/19 and Mon. 5/22)

2350 N. Kenmore Avenue – Lincoln Park

Mondays and Wednesdays, 9:40 – 10:40 a.m.

Pantelis Vassilakis, Ph.D.

pvassila@depaul.edu

Phone: x54144 – Cell: (773) 750 4874

Office: Richardson Library – Room 207

Office hours: Mondays and Wednesdays, 1:00 – 2:00 p.m.

COURSE DESCRIPTION

The purpose of this course is to provide students a foundation for research in music. A wide variety of music research readings is addressed, concentrating on content as well as on methodological, stylistic, and philosophical issues that arise when writing about music. Students will familiarize themselves with the library, standard reference tools, and electronic resources, as these apply to their areas of interest.

The main topics covered are:

- a) Critical analysis of research literature
- b) Examination of qualitative, quantitative, and mixed research methods
- c) Development of research questions
- d) Research resources search strategies

The approach involves reading and discussing articles both on music and on writing about music, as well as on conducting research. **Critical analysis** of the readings, regarding content or style, presumes a questioning attitude:

- i) What is the question addressed by the research study? How has the research question been laid out? Is the structure of the study clear?
- ii) How do the methods of the study in question compare to the relevant methodological standards?
- iii) Who is the article written for and is its style/content appropriate for the intended audience?
- iv) Is the approach exemplified in the reading internally consistent? Is it inclusive of most aspects relevant to the topic?
- v) Does the concluding section accomplish what the introduction set out to do?
- vi) What are the assumptions underlying the study?
- vii) What are the contributions of the study? What can we benefit from it?
- viii) Could there have been alternative approaches to the same research question(s)? Are alternative interpretations of the presented results possible?

COURSE REQUIREMENTS

The course will be conducted as a practicum in research methods and bibliography. Specific readings and tasks will be assigned each class session. All are responsible for the readings and are expected to come to class prepared to discuss them.

For the **discussion** you will:

- a) analyze the structure of the readings' argumentation
- b) identify the main thesis(-es) and methodology(-ies)
- c) summarize the readings' contributions

Weekly tasks include:

- a) completing writing assignments related to each week's readings
- b) compiling annotated bibliographical information from assigned sources on topics customized to the students' interests

All tasks should be submitted electronically (printed assignments will be accepted if absolutely necessary) and will be returned graded within a week after submission, including comments. Any questions regarding the comments/grades will be addressed during office hours and/or by appointment.

At the end of the quarter each student is expected to **submit a portfolio** containing:

- (a) **An annotated bibliography** on a topic of interest, compiled and monitored throughout the quarter. The bibliography should include (approximately) 4-6 items from general reference sources, 4-8 books, 10-15 journal articles, and 4-10 web pages. Compiling and annotating the bibliography takes place throughout the quarter and is crucial to the successful completion of item (b).
- (b) **One short (5-7 pages) essay** on a topic of interest. The essay will include a research question, a hypothesis, review of related literature (which will include items from (a) and may also include readings assigned for the class), a purpose statement for a proposed research study, and a list of references that includes all studies cited in the essay.

The **extra credit** tasks will be determined later in the quarter.

GRADING

Weights

Attendance:	10%
Weekly assignments:	40%
Bibliography:	20%
Final Paper:	30%
Extra Credit:	10%

Scale

A: 100-94%	A-: 93-89%
B+: 88-85%	B: 84-81%
B-: 80-77%	C+: 76-73%
C: 72-69%	C-: 68-65%
D: 64-61%	F: 60-0%

TEXTBOOK (available at the [Lincoln Park Bookstore](#) 2419 North Sheffield Ave., Seton Hall, Chicago, IL 60614-2214, (773) 325-7700 bksdepaul@bncollege.com)

Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. London: Sage Publications. [Chapters 1-8 – Library Call # 300.72 C923r2003].

ADDITIONAL READINGS (available through Blackboard or the Library's online databases)

Bellman, J. (1999). *A Short Guide to Writing about Music*. Boston, MA: Addison-Wesley Pub Co. [Chapters 6-9, pp. 83-170, except pp. 153-160 – on Blackboard].

Dahlhaus, C. (1983). The significance of art: historical or aesthetic? In *Foundations of Music History*, trans. J. B. Robinson, pp. 19-32. New York: Cambridge University Press [Library Call #: 780.01 D131GE].

Deutsch, D. (ed.) (1999) (2nd edition). *The Psychology of Music*. San Diego: Academic Press. [Only the "Table of Contents" - Call #: 781.15 P974D (1st edition, 1982)].

Kendall, R. A. (2005). Empirical approaches to musical meaning. *Selected Reports in Ethnomusicology*, 12: 69-102 [read: pp. 69-78(top) & 92-102 – Call#: 780.72 P467k2005 – on Blackboard].

Kendall, R. A. and Carterette, E. C. (1990). The communication of musical expression. *Music Perception*, 8(2): 129-164 [on Blackboard].

Kennedy, M. A. (2002). Listening to the music: Compositional processes of high school composers. *Journal of Research in Music Education*, 50(2): 94-110 [on the ProQuest database].

Madsen, C. K. and Madsen, K (2002). Perception and Cognition in Music: Musically Trained and Untrained Adults Compared to Sixth-Grade and Eighth-Grade Children. *Journal of Research in Music Education*, 50(2): 111-130 [on the ProQuest database]

Reimer B. (2003). Several alternative views and a synergistic proposal: An experience-based philosophy of music education. In *A Philosophy of Music Education; Advancing the Vision*: pp. 38-71. Upper Saddle River, NJ: Prentice Hall [Library Call #: 780.71 R363p2003 – on Blackboard].

Schwarzschild, B. (2004). Acoustics experiment shows why it is so hard to make out the heroine's words at the opera. *Physics Today*, 57(3): 23-25 [on Blackboard].

Vassilakis, P. N. (2005). Auditory roughness as means of musical expression. *Selected Reports in Ethnomusicology*, 12: 119-144 [read: pp. 119-129 – Call#: 780.72 P467k2005 – on Blackboard].

RESOURCES

Writing Resources

- *Sites with instructions on how to write a summary:*

<http://leo.stcloudstate.edu/acadwrite/summary.html>

<http://karn.ohiolink.edu/~sg-ysu/sumwg.html>

<http://writingcenter.tamu.edu/content/view/30/0/>

- *Sites with information on the APA (American Psychological Association) Style Manual:*

[Publication manual of the American Psychological Association, 5th ed.](#) (2001).

Washington, DC: American Psychological Association.

[Library Call# 808.06615 P976a2001]

Several copies available in the Lincoln Park Library, reference collection, and in the Loop Library stacks.

<http://www.uwsp.edu/psych/apa4b.htm> (University of Wisconsin, Stevens Point)

http://owl.english.purdue.edu/handouts/research/r_apa.html (Purdue University)

<http://www.beadsland.com/weapas/> (Web Extension to the APA Style Manual)

- *Guide for Writing Research Papers Based on Modern Language Association (MLA) Documentation*

<http://www.ccc.commnet.edu/apa/> (Capital Community College, Hartford, Connecticut)

<http://writing.colostate.edu/guides/> (Colorado State University)

- *BIBLIOSCAPE* (list of on-line style manuals):

<http://www.biblioscape.com/styleMan.htm>

- Lynch, P. J. and Horton, S. (2002). *Web Style Guide* (2nd Edition). New Haven, CT: Yale University Press.

<http://www.webstyleguide.com/index.html?/contents.html>

- *DePaul Writing Center* (advice on term-paper writing):

<http://condor.depaul.edu/~writing>

Other Resources

- *Library:* <http://www.lib.depaul.edu>

- *ITD* (software training): <http://www.itd.depaul.edu/website/students/default.asp>

- *Dean of Students Office* (your voice in DePaul): <http://studentaffairs.depaul.edu/dos>

- *Office of Student Affairs* (academic counseling for international students, students with disabilities, student athletes, etc.): <http://studentaffairs.depaul.edu/departments.html>

- *Student Support Services* (programs designed to support students from first-generation-university-attendance and low-income families): <http://condor.depaul.edu/~sss>

CONDUCT

Ethics

- You are expected to abide by the University policies on academic honesty and integrity as outlined in the *Student Handbook* (<http://studentaffairs.depaul.edu/handbook/codestudentresponsibility.html>).

Violations of these policies will not be tolerated and are subject to sanctions up to and including expulsion from the university. Violations include but are not limited to: cheating, plagiarism, fabrication, falsification or sabotage of research data, destruction or misuse of the university's academic resources, and alteration or falsification of academic records.

- **Be respectful of all class members. Be prepared to accept and offer criticism, to question and be questioned.** Intellectual disagreements and conflicts that do not involve personal attacks are strongly encouraged. They are necessary in order to formulate strong intellectual argumentation skills and improve understanding.

Work Habits

- Pagers/cell-phones must be turned off during class. **Be ready to begin by 9:40 a.m.**
- **Attendance is compulsory. It is the students' responsibility** to obtain class material assigned during an approved absence. Only up to 2 absence approvals will be granted per student, with a penalty of 2 points per absence. All other absences will receive a 5 point penalty per absence. Emergencies and special situations will be dealt with on an individual basis.

TENTATIVE COURSE CALENDAR

Monday's assignments are due by Monday evening and Wednesday's assignments are due by Thursday evening, unless otherwise noted. More details in class.

Attendance is compulsory. It is the students' responsibility to obtain class material assigned during an approved absence. Only up to 2 absence approvals will be granted per student, with a penalty of 2 points per absence. All other absences will receive a 5 point penalty per absence. Emergencies and special situations will be dealt with on an individual basis.

WEEK 01**Monday, 03/27**

- _ Course outline and expectations – Blackboard
- _ Students' interests – Final project general description
- _ Introduction to research - Examples
 - The object and objective of research
 - Research as philosophy (research vs. common sense)
 - Research as process
 - Research as method (qualitative, quantitative, and mixed methods research designs)

Wednesday 03/29

- _ Music research as an interdisciplinary endeavor.
- _ Music and physics, physiology, notation, sociology, and history.
- _ DePaul Library website.

Assignments:

_ Read Schwarzschild, 2004 (pp. 23-25). Prepare to discuss the article. Prepare a short outline (~1-2 pages) discussing what, in your opinion, is the topic and significance of the study and what one can take away from it. Address as many of the *Critical analysis* questions (in the 'Course Description' section) as possible. Do not spend too much time on the technical aspects of the paper (physics, physiology, methodology, experimental design, data analysis, etc.). Rather approach it conceptually. Try to identify the main questions it asks, the points it raises, how it goes about addressing them, and the conclusions it draws.

Written outlines will be due by Thursday evening.

- _ Become familiar with the Blackboard course site. Log on to Blackboard (<https://oll.depaul.edu>) using your Campus Connect user-ID and password.
- _ Read the Syllabus and post any questions that may arise on Blackboard's *Discussion Board* ('Communication' section). Always bring your syllabus to class.

WEEK 2**Monday, 04/03**

- _ Introduction to music research – Main types of research resources.
- _ Analysis of a student research paper – Creating summaries of readings.
- _ Initial designation of one specific research area/topic per student.

Assignments:

- _ Read Bellman, 1999, Chapters 6-7 (pp. 83-129).
- _ Based on Chapter 6, create a checklist of important dos and don'ts in research. Bring your checklist to class for the discussion.
- _ Summarize the article in Chapter 7. Refer to the links in the 'Resources' section for full instructions on how to write a summary. Your summary can be in prose or just a list of important and related points. Both formats have advantages and disadvantages. Although a list may seem easier to compile, you have to make sure you select the important points and put them in an order that makes sense and has some significance. **The summary is due by Tuesday evening.**
- _ Prepare to critically discuss the article (Chapter 7) and the general topic of research in music (Chapter 6).

Wednesday, 04/05

- _ Reliability and validity of research studies (notes will be provided)
- _ Tour of the physical Library by music librarian, Bob Acker.

Assignments:

- _ Prepare an annotated list of ~4-6 sources related to your selected topic within the Library's Reference collection.
- You will need to visit the library to complete this task. Use only reference sources, found on the library's first floor or through the Library's website. Annotate your selection by including a brief description of what makes the selected entry useful to your hypothetical project. Your selections should be cited (i.e. described) using a consistent format and including all relevant information. For examples of proper citation styles, annotation, and general help with writing, punctuation, etc. see:
- a) the 'Textbook,' 'Required Readings,' and 'Resources' sections of the syllabus,
 - b) the 'Additional Readings' section at the end of each chapter in your Textbook.
 - c) Bellman, 1999 (Chapter 9).
 - d) Turabian, K. L. (1996). A Manual for Writers of Term Papers, Theses, and Dissertations (6th Edition). Chicago : University of Chicago Press
[Library Call #: 029 T929m1996 –additional copies available in the reference stacks],
- The annotated bibliography for your reference sources is due by Thursday evening.**

WEEK 3**Monday, 04/10**

- _ Elements of research: a) knowledge claims, b) research strategies, c) research methods.
- _ Introduction to the Library's electronic resources.

Assignments:

- _ Read Creswell, Chapter 1 (pp. 3-26) and complete writing exercises 2 & 3 on page 24.
- _ For exercise 2 (versions of a study), you are expected to provide a 1-page outline (total for two of the four combinations displayed in Figure 1.2 (p. 20): a) Quantitative and b) Qualitative. Consult all figures/tables in Chapter 1 when completing your assignment.
- _ For exercise 3, use the Kennedy (2002) and Madsen & Madsen (2002) studies as examples (available through the 'Readings' area on Blackboard).

When completing the two exercises, be as specific as possible, using as a guide the relevant discussion in the Creswell reading.

In addition, answer the following two questions (~1-2 paragraphs):

(a) What is the nature of the relationship between reliability and validity in qualitative, quantitative, and mixed design research studies? (b) What are the pros and cons of each approach with regards to the reliability-validity relationship?

All three exercises are due by Monday evening.

Wednesday, 04/12

- _ Research writing styles – Citation styles.
- _ Virtual tour of the library's electronic resources – sample searches.
- _ Evaluating internet resources.

Assignments:

- _ Read Bellman, Chapter 8 (pp. 131-152) and browse through Chapter 9 (pp. 160-170).
- _ Prepare to discuss Chapter 8. What, in your opinion, does academic writing offer when compared to other types of writing about music? Which aspects of academic writing are you familiar with and which seem new? Be ready to discuss these in class.
- _ Familiarize yourselves with citation styles (Chapter 9 and APA links in 'Resources').
- _ Find and evaluate (~1 paragraph each) 4 websites related to your area of interest. Your evaluation should be mainly on content. The idea is to let me know why, in your opinion, these 4 sites are important to your area of interest and how they may inform your project.

Tips: Try to take advantage of link lists already compiled by academic libraries, University music programs, and other specialized sources. Ask the reference librarians for help.

For general web-based searches go to www.google.com, www.altavista.com, and/or www.teoma.com, use relevant keywords, and see what you find. Change your keywords or use phrases in quotation marks to better direct/limit your search.

In Google, do an initial search and then click on "Advanced Search", type ".edu" in the "Domain" field, and repeat your search. What happens?

The annotated bibliography for your 4 websites is due by Thursday evening.

WEEK 4**Monday, 04/17**

- _ Literature review and its significance.
- _ Placing a research study within a research tradition – The many faces of music research.
- _ Writing strategies and ethical considerations.

Assignments:

- _ Read Creswell, 2003, Chapters 2 and 3 (pp. 27-69).
- _ Read Kennedy, 2002 (pp. 94-96) and Madsen & Madsen, 2002 (pp. 111-114).
- _ Prepare for the discussion by highlighting the important aspects of the two Creswell readings.
- _ Prepare two literature maps for the Kennedy (2002) and the Madsen & Madsen (2002) studies. *If you do not feel confident completing the literature maps on the computer, you may draw them by hand on paper and submit a copy to me during Wednesday's class.*

Literature maps are due by Tuesday evening.

- _ Use the library's electronic search options and physical stacks to identify books with sections/chapters relevant to your area of interest. Select ~2-4 of these books and create and submit an annotated bibliography for the section/chapter of interest.

The purpose of this exercise is to:

- a) give you an opportunity to explore DePaul's electronic database for books and
- b) have you physically examine the stacks and find ~2-4 of the books identified in your electronic search.

We will also address locating books not available directly through the DePaul library.

Tip: For the 'annotation' (~1-2 paragraphs each book), skim through the chapter/section of interest, concentrating on the opening and ending paragraphs. These paragraphs will provide you with the information you need on the readings' purpose and contributions.

The annotated bibliography for the book sections is due by Tuesday evening.**Wednesday, 04/19 (Room 300)**

- _ Search strategies for Journal articles available electronically through the DePaul Library website – Guest instructor: Bob Acker (Music Librarian).

Assignment

Come prepared to make search requests to the Music Librarian.

Analyze your research topic so that you can a) identify relevant subtopics and b) focus on the type of information you are looking for. *Tip:* identify several key concepts that are involved in your research topic and provide relevant keywords to the Librarian.

WEEK 5

Monday, 04/24

- _ Writing the introduction to a research study.
- _ Interdisciplinary research in music.

Assignments:

- _ Read Creswell, 2003, Chapter 4 (pp. 73-86)
- _ Read Vassilakis, 2005 (pp. 119-129)
- _ Would you say Creswell's guidelines are descriptive or prescriptive of research writing? Prepare for the discussion. What, in your opinion are the 3 most important functions of a research paper's introduction section?
- _ Identify the elements in Vassilakis (2005) that address/fulfill the functions of a research study's introduction. What, if any, are the ethical issues that can be raised by the study? What are the main points put forward in the study?

The analysis of the introduction to Vassilakis (2005) is due by Monday evening.

- _ Continue compiling an annotated list of internet-based and book resources.
- Creswell's chapters 1-4 will be very useful to the completion of your final paper. More specifically, two thirds of your final essay are a version of exercise 2 (page 85).*

Wednesday, 04/26

- _ The Purpose Statement
- _ Narrowing down / focusing a research study.

Assignments:

- _ Read Creswell, 2003, Chapter 5 (pp. 87-104).
- _ Prepare for the discussion by highlighting the important aspects of the reading.
- _ Complete writing exercises 1 & 2 on page 103. Use the two templates offered by Creswell as guides for a first draft of the assignment. Rewrite the assignment, customizing the 1-2 paragraphs per exercise to your specific topic, and submit only this second version.
- _ In addition, describe in ~ 1 paragraph the main components of a purpose statement.

The three exercises are due by Friday evening.

- _ Start your Journal article search. Use the help of the reference librarians.

WEEK 6**Monday, 05/01**

_ Research questions, research hypotheses, and definition of a study's variables & themes.

Assignments

_ Read Creswell, 2003, Chapter 6 (pp. 105-118)

_ Answer in writing the following set of questions (~1-2 pages total):

(a) What is, in your opinion, the main difference between quantitative and qualitative research questions and hypotheses? (b) How does it relate to the assumptions underlying each approach? (c) What is the difference among research questions, hypotheses, and purpose statements?

_ Decide whether your study will be qualitative, quantitative, or mixed design and submit a first draft of a research question (or questions), a hypothesis (or hypotheses), and the accompanying definitions of variables / themes. Use this week's reading as a guide.

Both writing assignments are due by Tuesday evening

Wednesday, 05/03

_ Relationship of hypotheses to theory.

_ Refinement of individual research topics.

_ Discussion of journal article search strategies.

Assignments:

_ Come prepared to discuss the current state of your research project

_ Browse through the Table of Contents of Diana Deutsch's "*The Psychology of Music*," 2nd edition, available in the 'Readings' area. This exercise is meant to help you focus your final project by browsing through some possibilities.

_ Create and submit an annotated bibliography of 5-8 journal articles closely related to your chosen topic.

This is the time to start narrowing the focus of your search and coming up with a solid research question and research sub-questions. Although these may still get modified as you progress, you need to start thinking of the possibilities.

Use the *Music Index* and *RILM* databases. Experiment with different search strategies (keywords, concepts, etc.). If you have a hard time finding relevant articles ask a librarian's help and pay attention to his/her search techniques.

During this first 'journal article' bibliographical assignment concentrate on sources you can actually access and read by Friday evening, when the assignment is due.

Journal article annotated bibliography is due by Friday evening.

WEEK 7

Monday, 05/08

Short, student presentations (up to ~10 minutes each) on the progress of the final paper. **Each student presenting will submit a literature map for the proposed study by Thursday evening.**

Wednesday, 05/10

Concluding short, student presentations (up to ~10 minutes each) on the final paper. **Each student presenting will submit a literature map for the proposed study by Thursday evening.**

WEEK 8

Monday, 05/15

_ Research and music education

Assignments:

_ Read Reimer, 2003.

_ Write one-two paragraphs per section summarizing Reimer's chapter (in prose or as an annotated list of important points). Devote a paragraph or two at the end to comment on his proposed theory.

_ Prepare for the discussion by considering questions 1, 2, & 8 (pp. 70-71). What, according to Reimer, makes art in general and music in particular special (pages 66-71)? What do you think?

Discussion will continue on Wednesday. The assignment will be due by Friday evening.

Wednesday, 05/17

_ Continuing discussion of Reimer, 2003.

Assignments:

_ Continue compiling your annotated bibliography and expand your searches to additional journal articles. As indicated in the 'Course Requirements' section, your final bibliographical assignment should include 10-15 annotated entries from journals. Your annotated bibliography is designed to provide the basis for the literature review portion of your essay. Make any necessary corrections/additions to the already completed bibliographical assignments and go over your sources to determine what you can use for your project and how.

Return to your Literature Maps and start arranging the information from your sources in the way it will be used in your final essay.

The summary for the Reimer reading is due by Friday evening.

WEEK 9

Monday, 05/22 (*Room 300*)

_ Empirical research in music

Assignments:

_ Read Kendall & Carterette, 1990.

_ Identify in writing the study's purpose statement, research questions, and variables. Summarize in your own words the study results, and comment on what you think the main contribution of the study is.

As was the case with the Schwarzschild (2004) article, do not spend too much time on the technical aspects of the paper (physics, physiology, methodology, experimental design, data analysis, etc.). Rather approach it conceptually. Try to identify the main questions it asks, the points it raises, how it goes about addressing them, and the conclusions it draws.

_ Prepare for the discussion.

a) Is this a qualitative, quantitative, or mixed design study?

b) What are some of the assumptions in empirical studies of music (remember Creswell, Chapter 1) and how are these reflected in this week's reading?

c) What, if anything, is special in this study's approach?

The assignment on Kendal & Carterette, 1990 will be due by Friday evening.

Wednesday, 05/24

_ Continuing discussion of Kendall & Carterette, 1990.

The assignment on Kendal & Carterette, 1990 is due by Friday evening.

WEEK 10

Monday, 05/29

_ Memorial Day – No class.

Wednesday, 05/31

_ Research limitations/delimitations

_ Questions – clarifications - class wrap up and evaluations.

_ Last group-discussion of the final projects.

Assignments:

- _ Read Creswell, Chapter 8 (pp. 142-152).
- _ Complete in writing exercises 2-4 on page 151. Your answers should be directly related to your chosen topic. You will not be submitting these exercises to me. Rather you will be using them as a basis for writing the concluding paragraphs of your final paper.
- _ This is the time to complete incomplete assignments and bring up any questions relevant to the class material. Use the free time in this week wisely to ensure a good quality final portfolio and a high grade.
- _ Come prepared to ask/answer questions relevant to your final papers and your annotated bibliographies. Complete the selection of your bibliographical sources.

WEEK 11 (Exam week)

Monday, 06/05 and Tuesday, 06/06

- _ Individual consultations on final portfolios.

Saturday, 06/10

- _ Portfolios are due in electronic form by Saturday evening..