



MUCH 611: Introduction to Graduate Study

Fall 2021

Class Times and Location: TR 11:30am-12:45pm (Bishop Hall C303)

Instructor

Dr. Erin Brooks

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Office: Schuette Hall A102

Office hours:

Office hours can be in person or via Zoom or by phone—any office hour is scheduled by appointment in order to maximize the overlap between your schedule and mine! Please email or message me to set up these office hour meetings; I'm very happy to discuss course material or just offer a supportive ear for anything you'd like to share in a safe space. **For in-person office hours, we are likely to meet in my office and wear masks (depending on current campus protocols).

Course Description and Objectives:

"MUCH 611: Introduction to Graduate Study" is a survey of bibliographic and resource materials in music, education, and music education. The course includes examination of basic research methodologies, techniques, and procedures, as well as their practical applications.

This course assists you in developing research skills and critically assessing approaches by other scholars through exercises and assignments designed to increase familiarity and success with music research. MUCH 611 also emphasizes writing about music; during the course, you will work through multiple stages of research and writing, ranging from planning a research question to literature review and citation methods, outlining your project, writing and editing prose, and presenting your work. Research, methods, and analysis will be shared with classmates at various stages; at the end of the course, you will engage in peer evaluation of each other's projects.

Students who successfully complete MUCH 611 should be able to:

- identify key resources for undertaking music research in a variety of subfields (these might range from music education to early music manuscripts, publishing catalogues, composer studies, performance studies, etc.)
- utilize print and online resources for conducting music research on the SUNY Potsdam campus (including the Music Library, the University Archives, the Crumb Library, and Interlibrary Loan)
- identify and utilize music reference works, collected editions, journals, scores, books, dictionaries, and search engines
- gain experience in critically assessing the legitimacy, function, and utility of different source materials, including literature review
- analyze different research methodologies
- hone your expertise in formatting bibliographies and footnote citations (using Chicago Manual of Style and/or Turabian). Depending on class needs, we may also discuss alternate citation systems.
- communicate your ideas to classmates at various points in the research and writing process
- frame a research question & identify appropriate sources for exploring the question
- develop advanced writing, argumentation, and revision/editing skills
- produce various stages of a research project—including a final paper—and consider how your work might form part of graduate school examinations

Course Prerequisites and Requirements:

Students enrolled in this course be at the end of their undergraduate studies, or have successfully completed an undergraduate degree and been admitted to the graduate program. For graduate students, MUCH 611 should be taken during the first semester of study. MUCH 611 is required for *all* graduate degrees in music; for more information on graduate degree requirements, see the graduate catalog at <https://www.potsdam.edu/sites/default/files/17-19Gradcatalog.pdf>

Given the pace of this course, keeping up on all assigned work in advance of every class is essential. SUNY guidelines assume at least 2 hours of study time per hour of class time or credit, so for a 3-credit class that would mean 6 additional hours a week outside of class (studying, listening, reading). I've set up the course to maximize our workload within the class, and there are some other workarounds to compress required time outside of class a bit. Nonetheless, it's good to remember that this is a graduate course which does require time in order to successfully acquire the requisite skills. If needed, please feel free to schedule an office hour chat for guidance on how to organize your work time most effectively.

Recommended Materials and How to Access Reading/Assignments:

There are no **required** texts for this course.

There is **one** strongly recommended text for this course:

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth edition: Chicago Style for Students and Researchers* (Chicago: University Chicago Press, 2018). ISBN: 9780226430577. Please note that an earlier edition is okay as well.¹

All other readings for this course will be available to you through the Moodle site for this course. Visit <https://moodle.potsdam.edu> for your course resources.

¹ How to purchase: you should be able to purchase this very helpful text via a number of online retailers at low cost, including as an ebook which might be the quickest option. Just to give one example about price points: you can buy an ebook version from Amazon for about \$8.00, though I encourage you to seek out any bookstore that you feel good about using.

For each class, log on to Moodle to access the materials—each day’s module on Moodle will contain PDFs, links, etc for each class. Any reading or homework assignment listed for a specific day should be completed **prior to coming to class**—please come to class prepared and ready to ask and answer questions. You are responsible for regularly checking Moodle for assignments, discussion questions, and any possible updates/changes.

Please let me know as soon as possible if you are having any problems accessing any course materials. If you’re having issues with Moodle or other computer-related problems, the number to the Computing & Technology Services (CTS) helpdesk is 315-267-4444 or helpdesk@potsgdam.edu

For additional help with your assignments, the Crane Music library has a vast variety of resources. The url <https://library.potsgdam.edu/music> will take you to a page with essential resources such as links to audio/visual databases, articles, the library catalog, etc. We’ll talk more about specific resources as the class progresses.

Class structure:

Course content and activities are structured using a weekly format on Moodle, with individual modules for each day. Modules for each day will open on or before your official class time, and once opened, they will remain visible for the remainder of the semester.

During individual classes, we may divide our time between lecture, discussion, group work, presentations, etc.

Course Evaluation:

We’ll talk about this on Thursday!

Course Policies

Grading

All grades will be determined on the following scale:

4.0: 95-100	2.7: 82-84	1.3: 68-71
3.7: 92-94	2.3: 78-81	1.0: 65-67
3.3: 88-91	2.0: 75-77	0.0: 0-64
3.0: 85-87	1.7: 72-74	

Please note that passing grade for a graduate course is a 3.0 or above.

Grade Appeals

If you have questions about a grade, please speak with me (in person) first. Please note that the Graduate Catalog includes the specific criteria upon which you are allowed to appeal a course grade. If we cannot come to an informal resolution, you would then complete a formal Grade Appeal Form and we would consider if additional resolution is necessary. Details about the specific steps and timelines for this process are located in the Graduate Catalog: <https://catalog.potsgdam.edu/index.php?catoid=2>

- **Emails:** I check email several times a day; if you don't hear back from me within 24 hours, feel free to try again. Please make sure to check your campus email regularly—I frequently send essential updates or class comments via email..
- **Appointments/Office Hours:** Office hours can be in person or via Zoom or by phone—any office hour is scheduled by appointment in order to maximize the overlap between your schedule and mine! Please email or message me to set up these office hour meetings; I'm very happy to discuss course material or just offer a supportive ear for anything you'd like to share in a safe space. **For in-person office hours, we are likely to meet in my office and wear masks (depending on current campus protocols).
- **Pandemic-related Concerns:** I know we're all very hopeful and grateful to gather here to make music, talk music, and have the opportunity to recreate an in-person community this fall (after so long!) And I know we all want to do this as safely as possible. Without emphasizing every point of the pandemic protocols, I'll just make note of the following couple of points (all are from <https://www.potsdam.edu/about/potsdam-prepared>):
 - SUNY Potsdam requires face coverings for all students, employees and visitors to campus. This policy will be evaluated after two weeks, based on case numbers on campus and in our surrounding community. The masking requirement will apply to all students and employees reporting to campus, regardless of vaccination status. Indoors: All students and employees must wear face coverings in shared indoor spaces, including classrooms, laboratories, studios, libraries, the Loughheed Learning Commons and faculty offices, and at campus activities/events. Social distancing is not required when everyone is fully masked. Masks may be removed in personal residence hall rooms and personal offices/workstations when individuals are socially distanced. In music classes, masks are required for all students, unless they are playing their wind instrument or if their professor asks them to remove it to sing (note: this is not necessary in this course).
 - Every SUNY Potsdam student and employee returning to campus will be asked to adhere to strict protocols recommended by public health. Inspired by our Potsdam Pledge, we will commit to protect each other's health and safety by: getting vaccinated (unless approved for an exemption, to protect ourselves and each other); if unvaccinated, wearing a face covering in all public spaces, complying with weekly testing, and maintaining social (physical) distancing in the presence of others in all campus spaces; getting tested for COVID if we start experiencing any symptoms; agreeing to complete quarantine or isolation periods when required; practicing good hygiene; being considerate of others, especially those at high risk.
 - I will strictly follow campus protocols, namely that masks are required for the first two weeks of class. Based on campus numbers, guidance from administration, and the physical environment of our classroom, etc, I reserve the right to continue the masking policy beyond these two weeks if needed.
 - Given the changing nature of the pandemic and campus case numbers, it is entirely possible that circumstances may change during the semester (for better or worse). As the campus notes: "SUNY Potsdam will continue to work with our public health partners to ensure that our academic and campus preparations meet all the latest federal and state guidelines." As a faculty member, I will continue to follow official campus guidelines, which may mean that our classroom policies could change over the course of the semester (particularly concerning the wearing of masks). I'll keep you posted about any changes in policy as we go.
 - Please let me know if you have concerns—depending on the nature of the question, some of those inquiries may be redirected to the Dean or Assistant Dean, but I'm happy to work with you if you have any questions or concerns related to pandemic policies.

- **Trauma-Sensitive Teaching:** In my entry ticket for the course, I asked each of you to feel free to come to me with any personal issues and/or other limitations that might impact your ability to participate in the semester; please always feel free to keep me updated should your circumstances change during the semester.
- I am committed to using trauma-sensitive teaching and learning principles to support your resilience and success in this course. Trauma-sensitive principles help create a safe, transparent, connected, and collaborative classroom environment where you feel empowered and respected. Be sure to do periodic self-checks on how course material—and the ways in which material is delivered and discussed—are affecting you, and please talk with me if you are having difficulties with any aspect of the course. Getting support from friends, colleagues, family, and mental health professionals is also important, especially if you have risk factors or you find yourself becoming distressed. For additional links to campus and community services, see <https://www.potsdam.edu/studentlife/wellness/counseling-center>
- **Accessibility:** I'd like to borrow a few words from the wonderful scholar Mimi Khúc (scholar/artist/activist in Residence in Disability Studies at Georgetown University): "Everyone's access needs matter, and we will try collectively to meet them as they arise. Access needs are needs that when met enable participation in the course to the fullest--therefore they are wide-ranging and can be met in wide-ranging, creative ways. I am committed to making participation as accessible as possible. Please let me know if anything comes up that makes participation feel hard....We are taught not to have needs, that needs mean we are "weak"; resist this impulse. Access is relational. This means that creating access and accessibility is something we do together, in relationship and community. It requires a shared commitment to each other's wellbeing and participation in the community space, and requires communication and negotiation and flexibility. We learn each other's needs and try to meet them as best we can, so that we can all participate as much as possible in this classroom space. Everyone has access needs, and these needs change over time. I will try to anticipate as much as possible but I cannot know everyone's needs at all times. When you become aware of your access needs, please communicate them to me."
- Note that there are no exams for this course, so there's no need to be concerned about any time constraints in terms of exams (though if you have other concerns please let me know). If you have any concerns about our in-class work, please let me know and I will work with you to find acceptable accommodations. I know that some of you may have a registration on file with Accommodative Services (<http://potsdam.edu/support/oas>)—you're very welcome to share these with me. I look forward to talking to all of you about your access needs as we work together this semester.
- **Classroom conduct:** Active participation in this class involves taking notes, contributing questions and commentary, and challenging each other to think more deeply. Indeed, critical engagement—which should include reasoned debate, critique, and questions—is one of the best ways to learn. It is essential, however, that we be considerate in the ways we conduct these discussions; have an open mind, don't make assumptions about your classmates, have respect for different viewpoints, and hone your ability to listen thoughtfully and compassionately to each other and the instructor. Anyone who struggles with this policy will be asked to meet with the instructor; in particular, please let me know if you have any concerns about discussion during the course.

Note in particular: I may occasionally give content warnings in class about class content on particular class dates. Please feel free to let me know (in private) if you have any concerns about any class content in this regard and we can find a solution for you.

- **Note taking:** A few friendly note-taking suggestions:

- If I use slides at any point in class, I will post the slides on Moodle, no need to copy down all the info directly from the slides as you go. Most of our in-class time is not lecture-based anyway. It will help you the most to focus on ways of jotting down important verbal content from classroom discussions (i.e. material beyond just copying down any information directly from a slide). While everyone assimilates information differently—I do still strongly suggest that you take notes during class, otherwise it'll be murky down the road!

- **Technology:** we're likely to be using technology regularly in this class! Please feel free to come to me personal issues and/or technology limitations that might impact your ability to participate in the semester. You'll likely find it helpful to bring laptops, tablets, or phones to class—I'll let you know in advance if there's a particular class where it is especially useful to have such devices. Regardless of what we're doing during our in-class meetings (unless we're specifically using the internet to look things up) please try to help yourself focus on your classmates by refraining from multitasking (texting, being on social media, etc).

- **Attendance:**

We'll do this on Thursday!

- **Late work:**

Part of our discussion on Thursday!

- **Formatting and Writing Guidelines:** I will provide you a wordcount or specific length requirement for all assignments. As a matter of policy, the typical style required by many journals is double-spaced, 12-point Times New Roman font, and one-inch margins (although I will not be policing acceptable font alternatives if you're devoted to Avenir font). Footnotes and bibliographies should be in Chicago Manual of Style and/or Turabian; we'll spend a good portion of this class on citation methods, so more to come on that later. Assignments must be free of spelling, grammar, and punctuation errors. Minor problems will result in deductions; major writing issues may result in a request to redo the assignment. Continued problems with assignment redos will result in grade deductions. I will be assisting you with revisions and grading, but please note there are also a number of style guides and writing center style sheets available online—please email me if you'd like additional links.

- **Academic Integrity:** This class will strictly follow SUNY Potsdam's policies on academic integrity. Please consult the Academic Honor Code website (<http://www.potsdam.edu/studentlife/studentconduct/honorcode>) or the Graduate Catalogue for more information regarding your responsibilities as a student. In general, academic misconduct includes acts in which a student seeks to claim credit for the work or efforts of another without authorization or citation. Examples include (but are not limited to):

1. Cutting and pasting text from the web without quotation marks or proper citation.
2. Paraphrasing from the web or written texts without crediting the source.
3. Using notes in an exam when such use is not allowed.
4. Using another person's ideas, words, or research and presenting it as one's own.

I encourage you to discuss class content with each other. For assignments—unless expressly designed as partner or group projects—no collaboration with other students is permitted. Disguising work by others as your own undermines the academic community here at SUNY Potsdam. If you have any questions about this, don't hesitate to ask me. For specific questions on intellectual property and proper citation

techniques, advice is available from me, from the SCCS, and from the Writing Center. If you're in doubt—it happens and is part of the learning process—just ask me!

Cheating, plagiarism, fabrication, falsification and other academic honor code violations are taken very seriously. Any suspicious situations will be dealt with through proper judicial channels and may result in serious consequences. For more information about academic misconduct procedures, see the processes and procedures at the Academic Honor Code website.