

Policy Project, assigned in *Children's Music Education and Cultural Policy*

The policy project is a three-part capstone project designed for students to deeply engage theory, policy, and practice together.

The first paper in this project is a **theory paper** that investigates implications of a particular theoretical framing of childhood learning, relevant to the topic of this course. This paper will be no more than four double spaced pages long. Students write this paper while learning in class about the methodologies historically employed by ethnomusicological studies of childhood and music learning. In this paper, students will:

1. clearly explain the chosen theoretical framing, describing its main tenets and offering any relevant critiques.
2. explicitly connect the chosen theoretical framing to music learning; this can most clearly be done by examining select ethnomusicological writings that employ the theory.

DUE: Class 11

The second paper will be a **policy analysis** that engages a specific cultural or public policy. This paper will be no more than four double spaced pages long, but may be shorter depending on the chosen format. Some styles may include: white-paper; policy analysis blog post; policy change recommendation. If a student wishes to write in a different format, ideas must first be approved by the instructor. Students will work in a small group of two to three students for this assignment to practice working with others in professional settings. Groups will be assigned based on the topics of theory papers chosen by each student to ensure that each group is able to draw on a range of theoretical framings. All students in a group submit one final product and receive the same grade. In this paper, students will:

1. work together to consider the chosen music education policy and its application from the variety of theoretical approaches explored in the group members' theory papers; students will ultimately choose one or two theoretical lenses to engage in the policy analysis.
2. offer theoretically and practically grounded critiques of the policy, possibly including: improvements to the policy's language; frameworks for better application of the policy.
3. write a final product that is appropriate for the intended audience

DUE: Class 19

The third and final paper will be a **research paper** that incorporates the ideas and policy explored in the first two papers as it builds a theoretical critique of the chosen policy. Students are encouraged to think about how their research might be practically applied to their research subject. This paper will be no more than fifteen pages long. Students will present their ideas for this project during the last two weeks of class for feedback from the instructor and their peers before submitting the final product. In this paper, students will:

1. engage the theories and policies explored in their theory paper and policy analysis and incorporate feedback on those previous assignments.
2. continue researching the chosen policy by drawing on relevant, interdisciplinary case studies to further explore and critique the policy.

DUE: Date of final exam

Theory Paper, 15% of the final grade

Criteria	3 points	2 points	1 point	0 points
Depth of engagement	Paper extensively explores relevant facets of the topic	Paper explores some relevant facets of the topic	Paper explores few relevant topics with some depth in each	Paper engages lightly with the topic, missing many facets and depth of discussion
Relevance of theory	Relevance of theory to research on childhood and learning is clearly delineated	Relevance of theory to research on childhood and learning is somewhat clearly delineated	Relevance of theory to research on childhood and learning is present but not clearly delineated	Theory is not shown to be relevant to research on childhood and learning
Clarity of argument	Argument clearly delineated and explicitly followed throughout	Argument is somewhat clearly delineated but can still be traced throughout	Argument is delineated but difficult to follow due to frequent, off-topic sections	Argument is unclear to the point of being unrecognizable as an argument
Use of sources	Writing effectively draws on relevant scholarly and otherwise credible sources	Writing draws on some academic sources and credible non-academic sources, and some are misinterpreted	Writing draws on few academic sources and credible non-academic sources, and some are misinterpreted	Writing draws on no academic sources and no credible non-academic sources
Citations and bibliography (style)	Citations and bibliography are present and conform to a standard style	Citations and bibliography are present but contain stylistic errors	Citations and bibliography are present but do not conform to a single, standard style	Citations are unclear and bibliography is incomplete

Policy Analysis, 15% of the final grade

Criteria	3 points	2 points	1 point	0 points
Style	Writing is in line with standards of the chosen style and tone; audience is clearly identifiable and appropriate for the chosen style	Writing exhibits most qualities of the chosen style and tone; audience is identifiable but not appropriate for the chosen style	Writing exhibits some qualities of the chosen style and tone; audience is unclear at times and may not be appropriate for the chosen style	Writing does not adhere to chosen style; audience is not identifiable
Application of theories of childhood music learning	Policy is analyzed through clear theoretical lens(es) that are relevant and offer insights into the policy's intentions and application	Policy is analyzed through theoretical lens(es) that are relevant, but insights into the policy's intentions and application are not fully explored	Policy is analyzed through theoretical lens(es) that are not clearly relevant, and insights into the policy's intentions and application are not fully explored	Policy is not analyzed through any clear theoretical lens.
Clarity of argument	Argument clearly delineated and explicitly followed throughout	Argument is somewhat clearly delineated but can still be traced throughout	Argument is delineated but difficult to follow due to frequent, off-topic sections	Argument is unclear to the point of being unrecognizable as an argument
Use of sources	Writing effectively draws on relevant scholarly and otherwise credible sources	Writing draws on some academic sources and credible non-academic sources, and some are misinterpreted	Writing draws on few academic sources and credible non-academic sources, and some are misinterpreted	Writing draws on no academic sources and no credible non-academic sources
Citations and bibliography (style)	Citations and bibliography are present and conform to a standard style	Citations and bibliography are present but contain stylistic errors	Citations and bibliography are present but do not conform to a single, standard style	Citations are unclear and bibliography is incomplete

Final Paper, 25% of the final grade

Criteria	6 points	5 points	4 points	3 points	2 points	1 point	0 points
Incorporation of previous papers 4 points			Incorporates previous papers with relevant feedback addressed	Incorporates previous papers but has not addressed every piece of feedback	Incorporates previous papers but has left numerous pieces of feedback unaddressed	Does not incorporate both previous papers, or does so without addressing feedback	Does not incorporate either previous paper
Depth of engagement with case studies 6 points	Paper extensively explores facets of the policy through relevant case studies	Paper explores some facets of the policy through relevant case studies in depth	Paper explores facets of the policy through relevant case studies but is lacking in depth	Paper explores some facets of the policy through relevant case studies and is lacking in depth	Paper explores few facets of the policy through case studies and is lacking in relevance and depth	Paper explores few facets of the policy and case studies are referenced but not analyzed	Paper does not include case studies
Clarity of argument 6 points	Argument is clearly delineated and explicitly followed throughout	Argument is clearly delineated but sometimes difficult to follow	Argument is somewhat clearly delineated but can still be followed throughout	Argument is somewhat clearly delineated and at times gets lost in off-topic sections	Argument is delineated but difficult to follow due to frequent, off-topic sections	Argument is not well delineated and difficult to follow due to frequent, off-topic sections	Argument is unclear to the point of being unrecognizable
Use of sources 6 points	Writing effectively draws on relevant scholarly and otherwise credible sources	Writing draws on relevant scholarly and otherwise credible sources, but some are ineffectively applied	Writing draws on some academic sources and credible non-academic sources	Writing draws on some academic sources and credible non-academic sources, and some are ineffectively applied	Writing draws on few academic sources and credible non-academic sources	Writing draws on few academic sources and credible non-academic sources, and some are ineffectively applied	Writing draws on no academic sources and no credible non-academic sources
Citations and bibliography (style) 3 points				Citations and bibliography are present and conform to a standard style	Citations and bibliography are present but contain stylistic errors	Citations and bibliography are present but do not conform to a single, standard style	Citations are unclear and bibliography is incomplete