



MUED 896  
Doctoral Seminar: Individual Differences  
Fall 2012 Syllabus

Tuesdays, 12:00 pm – 2:00 pm, Room 347

Instructor: Dr. Rhonda Fuelberth  
Office: 347 Westbrook Music Building  
Office Hours: by appointment  
Phone: (402) 472-3349  
e-mail: Dr. Fuelberth [rfuelberth2@unl.edu](mailto:rfuelberth2@unl.edu)

### **Description**

Students are immersed in outcome-based scholarly activities with a faculty mentor. Working on either an individualized or small group basis, students develop, execute and report one or more projects addressing the interaction between research and practice. The course is intended primarily for doctoral students, although non-doctoral graduate students may be admitted with special permission of the instructor.

### **Prerequisites**

Admission into the doctoral program or permission of the instructor

### **Course Objectives**

In completion of this course, students will:

1. read, reflect on, and discuss important issues related to music education and individual differences;
2. demonstrate familiarity with research-based and scholarly contributions pertaining to a specialized topic within the study of individual differences;
3. supervise an informative and stimulating discussion of a specialized topic relating to music education and individual differences, and
4. articulate in writing an educational position paper informed by research or a synthesis of research results leading to reasonable interpretation and conclusions.

### **Grading Procedures**

This seminar is graded on a Pass/No Pass (P/N) basis. To earn the grade of Pass (P), students must satisfactorily complete all of the following (listed respectively by objective number above):

1. discussion participation reflecting an awareness of important issues raised in assigned readings;
2. comprehensive bibliography of a body of research related to a subtopic within music education and individual differences;
3. class presentation and leadership of discussion surrounding a subtopic within music education and individual differences; and
4. research-based paper in the form of a manuscript submittable as an article to a music research or practitioner journal, accompanied by a letter to the editor submitting it for publication.

### **Instructional Activities**

Seminar meeting sessions will include:

1. instructor lectures and demonstrations;
2. group discussions of assigned readings and related issues;
3. group exploration of related resources; and
4. student presentations of subtopics

### **Special Needs**

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska – Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Service for Students with Disabilities (SSD) office, 132 Canfield Administration Building, 472-3787 voice or 472-0053 TTY.

### **Texts & References**

There is no required textbook for this course. The instructor will provide a series of readings from professional journals, books, and other print and online resources. They may be drawn from the following:

#### *Selected Books*

- Adamek, M.S. & Darrow, A.A. (2005). *Music in special education*. Silver Spring, MD: The American Music Therapy Association.
- Colwell, R., & Richardson, C. (Eds.). (2002). *The new handbook of research on music teaching and learning*. New York: Oxford University Press.
- Jellison, J.A. (2006b). Including everyone. In G. McPherson (Ed.), *The child as musician* (pp. 257-272). New York: Oxford University Press.
- Hammel, A. & Hourigan, R. (2011). *Teaching music to students with special needs: A label-free approach*. Oxford University Press.
- Longmore, P. K. (2003). *Why I burned my book and other essays on disability*. Philadelphia: Temple University Press.
- Mastropieri, M. A. & Scruggs, T. E. (2010). *The inclusive classroom: Strategies for effective differentiated instruction*. Upper Saddle River, NJ: Pearson Education, Inc.
- Ockelford, A. (2008). *Music for children and young people with complex needs*. Oxford: Oxford University Press.
- Phillips, K. H. (2008). *Exploring research in music education and music therapy*. New York: Oxford University Press.
- Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional lives. Special education in today's schools*. Upper Saddle River, NJ: Merrill Prentice Hall.

#### *Selected Journals*

- British Journal of Music Education*
- Bulletin of the Council for Research in Music Education*
- International Journal of Music Education*
- Journal of Music Therapy*
- Journal of Research in Music Education*
- Journal of Special Education*
- Music Education Research*

## Course Schedule

August 21	Course Introduction-overview of students' backgrounds and research interests.
August 28	Topics: Individual Differences overview; Music in Special Education-Inclusion; Haywood and Lapka articles.
September 4	Case Study Group Project Overview; Develop interview questions; Assigned readings.
September 11	Topics: Music in Special Education; resources for a review of research literature, writing for publication. Peruse Music Education Library Guide. Bring 2 articles related to Music and Special Education to share with peers.
September 18	Topic: Music in Special Education- Music in Special Education-Teacher Preparation. Read "It's About Time" (Jellison), "Preservice Music Teachers' Perceptions of Fieldwork Experiences in a Special Needs Classroom" (Hourigan), "Attitudes toward inclusion and students with disabilities: A review of three decades of Research" (Jellison), and "On-Task Participation of Typical Students close to and away from Classmates with Disabilities in an Elementary Music Classroom" (Jellison). Rose Munderloh, discussion leader.
September 25	Topic: Universal Design for Learning. Readings on Blackboard-online textbook, Rose & Meyer, Teaching Every Student in the Digital Age: Universal Design for Learning.
October 2	Topic: Gender and Music Education. Assigned readings on Blackboard. Lynda Laird, discussion leader.
October 9	Topic: Cultural Differences and Music Education. Assigned readings on Blackboard. Danni Gilbert, discussion leader.
October 16	<i>Fall Break: No class meeting.</i>
October 23	Sue Cogdill to present dissertation research. Readings on Blackboard. <b>DUE ON BLACKBOARD: Microsoft Word document-draft of annotated bibliography.</b>
October 30	Topics: Case Study Interviews; <b>DUE ON BLACKBOARD: Group outline of manuscript.</b>
November 6	Meet on campus. Share interview results. <b>DUE ON BLACKBOARD: Microsoft Word document of final annotated bibliography.</b> <i>Readings for next week will be assigned by discussion leaders.</i>

November 13	<i>No campus meeting.</i> Write up and analysis of interview results.
November 20	Meet on campus. Discussion leaders: Rose Munderloh and Lynda Laird. Topic of choice related to individual differences. Readings posted to Blackboard by discussion leaders.
November 27	Meet on campus. Discussion leader: Danni Gilbert. Topic of choice related to individual differences. Readings posted to Blackboard by discussion leader.
December 4	Group editing final manuscript.
December 11	Meet on campus. <b>DUE AT MEETING: Hardcopy of final manuscript and letter of submission.</b>