



University of Central Florida
MUE 5921 | Music Education Workshop

Monday 6:00-7:50 PM in PAC M 261

2 credit hours

Dr. Christine Lapka, Instructor

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Office Hours: 2:00 M/W | 10:00 & 11:00 T/TH

Music Education Workshop

C O U R S E S Y L L A B U S

Spring 2020

Note: Contents of syllabus (e.g., dates, assignments) are subject to change during the semester. It is the student's responsibility to monitor syllabus changes and download all course materials on webcourses.

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following **academic activity by the end of the first week of classes**, or as soon as possible after adding the course, but no later than 5:00pm on the first Friday of the semester. Failure to do so will result in a delay in the disbursement of your financial aid.

The academic activity is attendance and participation at the first class.

COURSE DESCRIPTION: *Variable topics in Music Education to offer hands-on instruction in a workshop format. May be used in the degree program a maximum of 4 times only when course content is different.*

Advanced study in music learning as it relates to the instruction of learners with exceptionalities (includes students with disabilities) in various music settings with regard to strategies specific to music education and characteristics of learners. Practicing teachers will additionally focus on the application of the methods in their music classrooms/ensembles.

REQUIRED MATERIALS:

Exceptional Music Pedagogy for Children with Exceptionalities: International Perspectives, 2015 Edited by Deborah VanderLinde Blair and Kimberly A. McCord
Paperback ISBN: 9780190234577

Ten Things Every Child with Autism Wishes You Knew, Ellen Notbohm, Paperback
Publisher: Future Horizons; 3 edition (June 1, 2019)
ISBN-10: 1941765882, ISBN-13: 978-1941765883

Course Objectives:

- Participate in a variety of learning experiences that include group discussions of readings, lectures and demonstrations, in-class musical performances, written assignments, critical analysis of readings, directed observations, and peer teaching experiences.
- Demonstrate knowledge of special education practices, IDEA and related laws, RTI, LRE (levels of inclusion and reverse inclusion), FAPE, and ADA.
- Describe characteristics of exceptional student education (ESE) and the pillars of inclusion (research based practice, accommodations, modifications of curriculum, collaboration, needed resources, independence, Universal Design for Learning (UDL), teacher and peer attitude).
- Describe characteristics and best practice of students who are gifted.
- Research a disability (provide characteristics and the need for the above pillars of inclusion to provide student success in performing, composing and describing music.
- Shape a personal philosophy of music education through a cooperative, in-class developmental approach.

- Locate and describe assistive technologies and their relationship to teaching and learning in music
- Use Benchmarks and Access Points from the *Florida Music Standards* when designing lesson plans.
- Revise lesson plans to include Principles of Universal Design for Learning.

Writing Center

All students can benefit from talking with engaged, interested readers about their writing. UCF students are eligible for assistance at the UCF Writing Center located in room 105 of Colbourn Hall with trained peer consultants who can help students improve their writing and gain additional writing skills. For more information, visit: <http://uwc.ucf.edu/>

Electronic Devices

You will be asked to upload assignments and access course materials on Webcourses. You are responsible for your own learning, but you also contribute to the learning experiences of those around you. Please be considerate of others. Any use of computers, cellphones, electronic tablets, or other digital devices during class should support our course objectives. If you are unsure what this means, please contact me.

EVALUATION:

Attendance, Punctuality, and Participation

Students are expected to attend all classes. Your presence at each class enriches our collective learning experience. Each/any absence will result in a final semester participation grade **being lowered by 25-50 points**. Three tardies equal one absence. In cases where extended absences may be required (severe injury, grave emergencies, or death in immediate family), please contact me so that we can make arrangements.

Our class is an open invitation to think and dialogue with others on topics of importance to music educators. Arrive to class prepared and willing to contribute your ideas and opinions to the discussion. Professional behavior is expected.

Assignments

All assignments are due on the assigned date. Assignments received **later than the due date will be dropped by one letter grade for each day** the assignment is late. Assignments more than one week late will not be accepted. **Micro teaching assignments are due on time-no exceptions**. All written assignments should be typed (word processed). Please include your name at the top of each page of any written assignment.

In order to pass the class, you need to turn in all assignments. Failure to complete an assignment is unprofessional and an automatic F.

**Participation.....Avoid negative points
(attends all classes, active, engaged participation)**

Weekly Assignments (various points) 200 points

To Include:

Self-Reflections

Reflections on Readings

Visual/Aural Representation

Adaptive Notation

Tech Presentation 20 points

Final Project-Action Research..... 160 points

(Implement a strategy or material and report results)

TOTAL 380 points

Guidelines/rubrics for written assignments will be provided in class.

GRADING SCALE:

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| 343 - 380 | A |
| 342 | A- 90% |
| 341 | B+ |
| 305 - 340 | B |
| 304 | B- 80% |
| 303 | C+ |
| 267 - 302 | C |
| 266 | C- 70% |
| 265 | D+ |
| 229 - 264 | D |
| 228 | D- 60% |
| Below 228 | F |

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Course Outline

Readings will be assigned throughout the semester

Week 1

Jan. 6

Assignments: Week 1 Assignment, due Sunday, Jan. 12, 11:59 PM

Welcome
Pillars of Inclusion
Syllabus

Week 2

Jan. 13

Assignments: Week 2 Assignment, due Sunday, Jan. 19, 11:59 PM

Read Chapter 1 and (chapter about laws-VanWelden)

Pillars of Inclusion

Week 3

Jan. 20

Assignments: Week 3 Assignment, due Sunday, Jan. 26, 11:59 PM

No Class-MLK Holiday

Week 4

Jan. 27

Assignments: Week 4 Assignment, due Sunday, Feb.2, 11:59 PM

LD, E/BD, Visual/Aural Representations

Week 5

Feb. 3

Assignments: Week 5 Assignment, due Sunday, Feb.9, 11:59 PM

Visual Aural Assignment & Fat City Workshop Videos (bring some popcorn)

Week 6

Feb. 10

Assignments: Week 6 Assignment, due Sunday, Feb.16, 11:59 PM
Read *10 Things*-chapters 1-6

Tourette's Syndrome and Action Research (workshop presentation)

Week 7
Feb. 17

Assignments: Week 7 Assignment, due Sunday, Feb.23, 11:59 PM
Read *10 Things*-chapters 7-end
Ask about student choice for March 2 class

Physical & Health

Week 8
Feb. 24

Assignments: Week 8 Assignment, due Sunday, March 1, 11:59 PM
Ask about student choice for March 2 class

ASD and recap the importance of visual

Week 9
March 2

Assignments: No Week 9 Assignment-enjoy a break

Topic-Student Choice

Spring Break 9-13

Week 10
March 16

Assignments: Week 10 Assignment, due Sunday, March 22, 11:59 PM
Prepare Tech Project

Class Cancelled

Week 11
March 23

Assignments: Week 11 Assignment, due Sunday, March 29, 11:59 PM

About the tech projects
Adaptive Notation is the Assignment for Week 11
Online discussion of *Ten Things Every Child with Autism Wished you Knew*

Week 12
March 30

Assignments: Week 12 Assignment, due Sunday, April 5, 11:59 PM
Work on Final Project

Tech Presentation & Hearing & Vision
Online discussion of *Ten Things Every Child with Autism Wished you Knew*

Week 13
April 6

Assignments: No Weekly Assignment- Time to work on your final project
Work on Final Project

Gifted
Online discussion of *Ten Things Every Child with Autism Wished you Knew*

Week 14
April 13

Assignments: No Weekly Assignment- Time to work on your final project
Work on Final Project

Intellectual Disabilities & Developmental Disorders

Week 15
April 20

Semester Recap

Finals Week

Final Project (in place of an exam) Due, Monday, April 27, 2020; 7:00 PM

The UCF Creed

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| Integrity | I will practice and defend academic and personal honesty. |
| Scholarship | I will cherish and honor learning as a fundamental purpose of my membership in the UCF community. |
| Community | I will promote an open and supportive campus environment by respecting the rights and contributions of every individual. |
| Creativity | I will use my talents to enrich the human experience. |
| Excellence | I will strive toward the highest standards of performance in any endeavor I undertake. |

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Academic integrity

Students should familiarize themselves with UCF's Rules of Conduct at <<http://osc.sdes.ucf.edu/process/roc>>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity
<<http://academicintegrity.org>>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://wpacouncil.org/node/9>>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <<http://goldenrule.sdes.ucf.edu/zgrade>>.

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| <p>Campus Safety Statement</p> | <p>Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.</p> <ul style="list-style-type: none"> • In case of an emergency, dial 911 for assistance. • Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>. • Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. • If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). • To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.” • Students with special needs related to emergency situations should speak with their instructors outside of class. • To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>). |
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| <p>Make-Up Assignments for Authorized University Events or Co-curricular Activities</p> | <p>Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf></p> |
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| <p>Religious Observances</p> | <p>Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.</p> |
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| Deployed Active Duty Military Students | Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements. |
| Turn it In | In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com . |
| Writing Center | <p>University Writing Center Trevor Colbourn Hall 109 Satellite Locations: Main Library, Rosen Library, Online 407-823-2197 http://uwc.cah.ucf.edu/</p> <p>The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the <i>Success Resources</i> tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.</p> |