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TC 325  
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Winter Term 2019  
Friday 10:30-12:30 TC 310

Note: “Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

Course Description and Rationale: In this course students will explore issues affecting music education in practice through readings, lectures, films and class discussion alongside an 8-week service-learning placement in a school or community music organization in London or the surrounding area. Students will write weekly reflections and take part in an end-of-term group presentation that highlights connections made between their community service and in-class learning. Over the course of two semesters, Honours Music Education fourth year students will be matched with a Community Partner organization working in music education, to develop student experiences of music education in action in the real world. Examples of Community Partner organizations include public elementary and high schools, community music groups, independent/alternative schools, day care centers, hospitals, museums or libraries. Examples of individuals a student could work with include community musicians, teachers, education coordinators, special educators, outreach coordinators or other professional persons whose role has an educational component involving music. The course provides an opportunity for graduating students to undertake meaningful tasks in environments that serve the community while enhancing the student’s own learning. Examples of work a student could undertake include small group rehearsals, assisting with concert program or curriculum research and planning, resource preparation, one to one support or otherwise assisting those working directly with learners. Students will video record weekly reflections during their service-learning placements, and take part in an end-of-term group presentation each semester that highlights connections made between their community service and in-class learning.

LEARNING OUTCOMES: By the end of this course you should be able to:
• Apply theoretical learning in music and pedagogy to practical real-life situations by planning/assisting/leading music learning situations
• Demonstrate the ability to reflect critically upon the application of academic learning outside the classroom in written reflections and oral presentations
• Demonstrate enhanced understanding of diverse cultures and communities in written reflections and oral presentations
• Evidence effective communication, teambuilding, and problem-solving skills in work with community partners and clients
• Evidence civic engagement and social responsibility by attending community placements reliably and reflecting thoughtfully upon the process of that engagement and the learning undertaken therein.

Break Down of Course Schedule:
• Weeks 1-3 Friday 10:30-12:30 (January 11, 18, 25) – TC 310
  Course introduction, overview of community engaged learning placements, what is community service learning?
  Course expectations and assessments. Introduction to critical reflection on CEL.
  Post a video reflection after our first class discussion. This can be in a form of conversation with a pretend you, or an animal, or just you, talking out loud. Practice using the kinds of questions on yourself that we are asking in class. Send the link to your website to me and the two TAs. This must be posted by Sunday evening.
  For example (These are just examples. Do not feel you need to “answer” these):
  - What I was expecting from the class and WHY were you expecting that?
  - Think through any responses you had in class, why do you think you had them – not simply what they were.
  - Think through any connections you made to what was being discussed to anything else in your life. Why do you think you made those connections? What are the implications of those possible connections?
  - What concerns, or worries might you have and why? Where did those worries come from?
  - Who are you right now, in this moment. Why are you this person?

• We will also meet week TC 310 the 6th and 9th week (February 15 and March 8)

• Weeks 4-11 Community Engaged Learning Placement
  NOTE: The TAs will be visiting you and your placement at some points during the term. This is not to check up on you, but rather to have a sense of your context and to make sure YOU are comfortable in your environment.

• Week 12 - 13 10:30-12:30 (March 29 and April 5)
  Group presentations on CEL experiences
COURSE ASSIGNMENTS AND ASSESSMENTS:
Attendance in class and at CEL placement 15%
CEL Log 5% (YOU MUST DO THIS EACH WEEK)
Reflective Journal and reading responses 45%
Individual role in group presentation 35%

Note: There will be other readings assigned

REFLECTIVE PRACTICE AND CRITICAL REFLECTION
by J Fook –

Bring hard copy of the article to our second class with detailed reflections in the margin notes – see note below. You will be turning in these notes.

The readings that you do for this class might challenge your attitudes, your unconsciously held beliefs, or your positions on current issues. As you read these texts for the first time, mark an X in the margin at each point where you find yourself surprised, feel a personal challenge to your attitudes, beliefs, or status. Make detailed notes in the margin about what in the text created the challenge. Now look again at the places you marked in the text where you felt personally challenged. What patterns do you see? Write a list of the concepts that you want to explore further (meaning, you do NOT have to “understand” this reading at first read)

Second reading assignment for second class meeting: Bring article and margin notes to class. You will be turning in these notes.

Third week reading assignment: Bring article and margin notes to class. You will be turning in these notes.
There is a PDF button on the website to download the article
https://www.alfiekohn.org/article/five-reasons-stop-saying-good-job/

General Reflection Assignments:

Reflection. The class is purposefully set up as a way for you to grapple with what it means to learn. As such, a large part of this class rests on your own reflexive engagement with your placement: no one will be in your setting to mark your work or give you tests. We will spend the first 3 weeks addressing what it means to reflect on your experiences including come to terms with the criteria for such reflections.

Once you enter your placement you will be required to reflect on your experience through a video recording that will be posted -using YouTube - to the website you created during your
Intro to Music Education class. If for some reason you took that down or you weren’t in Intro, then you will need to build a website through weebly.com. The expectation is that you will do this at least once a week during your placement. Once you have posted you will send a link to both me and your TA. These will be due no later than Sunday night each week.

The TAs will be responding to your video in great detail. After you hear back from them you MUST write a short response to their response. This may sound redundant, but this class IS about reflective practices

First placement reflection needs to take place after your first meeting.

Please do make your video reflections as soon as possible after your visit. You will remember more. Of course, going back to add more over the next days would also be fabulous. Do not send the video till the due date and time. That way you will be inclined to keep adding to your video.

NOTE: As these postings are public you must NOT use any identifiers, i.e., no real names of teachers or students. Do not identify place by name either.

After the 4th week of your placement you will write a reflection on your video reflections, a meta-reflection as it were. These will be due the Sunday of those weeks as well. The word count has everything to do with the extent of your reflection and nothing to do with a requirement

Week 12-13 (March 29, April 5th)
This assignment allows you to work with other students to draw together the threads of your learning and experiences in different contexts through a final reflective group presentation. You will be assessed individually for your role in the group presentation. It is important therefore that each member of the group plays a full and equal role in the presentation. You will therefore need to set aside time to meet with your group members throughout the semester to discuss your experiences and plan your presentation.

The presentation should be based around a number of key themes you identify as arising from your shared experiences. You should schedule two group tutorials with your assigned TA, either Beth or Eric, in the 6th and 8th week to discuss planning for your presentation and to discuss ideas. You must make reference to literature and show reflection upon your reading in light of your experiences.

Keep in mind that you will be required to assess your own contribution to the group work as well as assess the other members of your group and their contribution.

Attendance register

Regular attendance at placement is an essential prerequisite for effective learning. Students are to maintain the given attendance register throughout the course, having it signed by their community partner to verify attendance at placement each week. The register is to be handed in on the last day of class. Unless medical or other supporting evidence is provided for absence from placement, marks will be detracted.
Required text: There is no required text for this class

University Policy on Accommodation for Medical Illness:
University Policy on Accommodation for Medical Illness, states that “in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Documentation shall be submitted, as soon as possible, to the appropriate Dean’s office.” Students with special learning needs or circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be made. This policy can be found at https://studentservices.uwo.ca/secure/index.cfm

Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options

Instructor’s policy on illness and attendance. Full attendance at all classes is expected and medical documentation is required unless you have the permission of the instructor. If you are ill or some problem occurs that prevents you from attending class on a given day then you must notify the instructor to that effect either before or immediately after class. Unexplained absences will result in a reduction of three (3) points in your attendance/participation grade for each absence and (5) points for each absence when a class presentation is scheduled (each student will be assigned class presentations in advance). Students with medical documentation or an acceptable excuse for an absence will not be penalized and will be permitted to reschedule a presentation. Late written assignments will only be accepted and graded if permission has been granted by the instructor in advance of the deadline.

Statement on Academic Offences
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

University Policy on Plagiarism:
Plagiarism is a major academic offence (see Scholastic Office Policy in the Western Academic Calendar). “Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Western University uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.”

Statement on Use of Electronic Devices
Cell phones are NOT permitted at any time
Computers will be allowed when it is appropriate

Support Services
Registrar Services (http://www.registrar.uwo.ca)
Student Support Services http://westernusc.ca/services