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 write 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.

Instructional Methods
Hours: 26 hours 0.5 course
16 hours service learning (2 hours minimum per week over 8 weeks)
10 hours lectures, seminars, tutorials

Course Schedule

Weeks 1-3 Friday 10:30-12:30 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.

Weeks 4-11 Community Engaged Learning Placement

Week 12 - 13 10:30-1:00 TC309 Group presentations on CEL experiences

Schedule of assignments and assessments:
Course assignments and assessments:
Attendance in class and at CEL placement ................................................................. 10%
CEL Log ......................................................................................................................... 5%
Reflective Journal....................................................................................................... 50%
(1st Instalment: 15%; Final: 35%)
Individual role in group presentation................................................................. 35%
Assignment 1  
Due date Friday, December 2  Weighting 10%

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 with the reflective journal on the last day of class. Unless medical or other supporting evidence is provided for absence from placement, marks will be detracted.

Assignment 2 Reflective Journal  
Due date: Instalment 1: Friday, October 21 Weighting 15%  
Final: Friday, December 2  Weighting 35%

A key element of the CSL course is continuous reflection upon the CSL experience. To assist with this, this assignment requires students to maintain a reflective journal kept in a folder with the attendance register throughout the course. Journal must be word processed in font size 12. Referencing should conform to APA style guidelines.

The journal will begin with a ‘letter to myself’ (1000 words maximum) in which you will describe your expectations for the course, what your own contributions will be and what you expect to see in the community. This should be completed before the first placement session. References should be made to your experiences in your degree program so far and from the reading list.

After each placement visit, you should write a reflection upon the experience (500-1000 words maximum) using these subheadings:
Description: What happened today? What was interesting/significant/confusing etc. about it?
Analysis: What significant issues, key concepts were raised by today’s visit
Application: How do these issues or events in today’s experiences relate to/impact on my own goals, values and attitudes

Assignment 3 Group presentation Week 12 – 13  Weighting 35%
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 GTA to discuss planning for your presentation and to discuss ideas. You should make reference to literature and show reflection upon your reading in light of your experiences.

University Policy on Accommodation for Medical Illness. This can be found at www.studentservices.uwo.ca/secure/index.cfm. As of May 2008, the University has a new policy on Accommodation for Medical Illness, which 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.

**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, as found at [www.uwo.ca/univsec/handbook/appeals/scholoff.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf). . . . Plagiarism is a major scholastic offense. Students must write their assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt by using quotation marks where appropriate and by proper referencing such as footnotes or citations. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com, [www.turnitin.com](http://www.turnitin.com).”

Student Support Services

The following websites may be useful to you in obtaining support during your studies

**Office of the Registrar**
This site provides you with information on things like course enrollment, student finances, and student records, as well as the latest updates from [Student Central](http://www.registrar.uwo.ca/).

http://www.registrar.uwo.ca/

**The Student development centre**
The Student Development Centre is home to a variety of services specially designed to meet the needs of undergraduate and graduate students on campus [http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/).

Student Services

Within this portal you will find services, application, personal information, along with connections to other services offered to help you during your time here at Western! [https://studentservices.uwo.ca/secure/index.cfm/Required Textbook](https://studentservices.uwo.ca/secure/index.cfm/Required Textbook): There is no required textbook
Selected Course Readings, Sources, and Materials

Kolb, D. Experiential Learning: Experience as the Source of Learning and Development.


New York : Basic Books

