Don Wright Faculty of Music
Department of Music Education
Music Education in Community 3812
Community Engaged Learning (CEL)
Winter 2020 – TC 310

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Winter Term 2020
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 -

• Week 1
  January 10 - Chris Circelli from the Experiential Learning/Community Engaged Learning office
  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 Caroline. This must be posted by Sunday evening. NO LONGER THAN 3 MINUTES!

  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?

• Week 2
  January 17th- You must have your placement choices made by this class. You will rank your tree top choices and WHY these are your choices and bring this to class.
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. (We will pass these out to you during the first class)

*Reflective Practice and Critical Reflection* by J Fook –
Available to download at the following website - Extract – Lishman – Chapter 26: https://practicelearning.info/mod/data/view.php?d=4&rid=190

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)

**Week 3**
*January 24th: IN CLASS - READING RESPONSE*
Make certain to make contact with your placement this week.

There is a PDF button on the website to download the article https://www.alfiekohn.org/article/five-reasons-stop-saying-good-job/

**Week 4 January 31st**
*BEGIN PLACEMENTS –*
NO CLASS MEETING: During this week you must post a video reflection (vlog) no longer than 5 minutes reflecting on your placement – practice the kinds of thinking out loud we are working on. Keep peeling back your reflections, challenge yourself to examine assumptions you may have been making. This is due no later than Saturday January 25th.

**Week 5 – February 7th – IN CLASS RESPONSE**
Checking in: How is it going?
Inclusion Presentation – Caroline Blumer

**Week 6** February 14th
NO CLASS MEETING. During this week you must post a video reflection (vlog) no longer than 5 minutes reflecting on your placement – practice the kinds of thinking out loud we are working on. Keep peeling back your reflections, challenge yourself to examine assumptions you may have been making. This is due no later than Saturday February

**Week 7 - February 21st –**
*READING WEEK*

**Week 8 - February 28th –**
NO CLASS MEETING. During this week you must post a video reflection (vlog) no longer than 5 minutes reflecting on your placement – practice the kinds of thinking out loud we are working on. Keep peeling back your reflections, challenge yourself to examine assumptions you may have been making. This is due no later than Saturday February 29th

• Week 9 – March 6th IN CLASS RESPONSE (reading to be determined)

• Week 10 – March 13th
NO CLASS MEETING. During this week you must post a video reflection (vlog) no longer than 5 minutes reflecting on your placement – practice the kinds of thinking out loud we are working on. Keep peeling back your reflections, challenge yourself to examine assumptions you may have been making. This is due no later than Saturday March 11th

• Week 11 - March 20th – Patrick Schmidt Policy Presentation

• Week 12 – March 27th
Group presentations on CEL experiences

• Week 13- April 3
Group presentations on CEL experiences

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 MUST schedule one group tutorial with Kyle 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.

• Week 13
November 29th – NO CLASS MEETING. Post one final reflection – going back over your previous recorded reflections as well as our discussions in class create a final video documenting your growth. Please site from your recordings, your class margin notes and readings, and class discussions.

COURSE ASSIGNMENTS AND ASSESSMENTS:
16 hours service learning (2 hours minimum per week over 8 weeks)
General VLOG 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 (vlog) 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 another website. Once you have posted your video you will send a link to both me and Kyle. The due dates are posted in the syllabus

Kyle will be responding to your video in great detail. After you hear back from her you MUST record a short vlog response to the questions he is asking you to consider. This must take place within 24 hours after you receive their response This may sound redundant, but this class IS about reflective practices.

Please do make your video reflections as soon as possible after your visits. 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.

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

• Students are responsible for making up any missed classes or assignments as soon as possible. In order to ensure fairness and consistency for all students, academic accommodation for work representing more than 30% of the student’s overall grade in the course shall be granted only in
those cases where there is documentation in the form of a completed and appropriately signed Student Medical Certificate (SMC) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities, or the equivalent documentation for non-medical or compassionate grounds.

Students seeking academic consideration must communicate with their instructors no later than 24 hours after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence. Documentation, if required, shall be submitted to the Office of the Associate Dean, Undergraduate (TC210).

Note that the new Self-Reporting Absence Portal may not be used for requesting academic relief for work worth more than 30%, or for Final Exams scheduled during the official examination period. Students are directed to read the full Senate policy on accommodation for medical illness at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf

A pdf copy of a Senate approved Student Medical Certificate (SMC) may be downloaded here: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

• In cases where students miss work that is worth 30% or less of the total course grade due to medical illness or compassionate grounds, if an online absence report is submitted using the new Self-Reporting Absence Portal, or if documentation is voluntarily submitted to the Associate Dean’s office and the Associate Dean deems that accommodation is warranted, then the missed assignment(s) or quiz(zes) may be discounted in the calculation of the final grade for the course. If documentation is not submitted voluntarily then the missed assignment(s) or quiz(zes) will receive a grade of zero.

• Students who are in emotional/mental distress should refer to Mental Health@Western at the following website https://www.uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help.

• Students may be excused to observe a religious holy day of their faith without penalty provided they notify the instructor in advance. Students are responsible for material covered in their absence and each student shall be permitted a reasonable amount of time to make up missed work.

• If you require academic accommodations because of a disability, please let the instructor know during the first week of classes, and, if you have not done so already, register as soon as possible with Accessible Education (formerly known as Services for Students with Disabilities). You can learn more about the Student Success Centre’s services for accessible education at http://success.uwo.ca/academics/sas/index.html.

University Policy on Plagiarism:
Plagiarism: Complete assignments independently. Submission of work with which you have received help from someone else (other than the course instructor or TA) is an example of plagiarism. Plagiarism is a major academic offence. 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 website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergraduate.pdf

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