

# Making Connections between Disciplines: Raider Learning Communities and MT Engage

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# RAIDER LEARNING COMMUNITIES and MT ENGAGE

## RLC Best Practices

- Active Learning
- Integration
- Reflection



## MT Engage Outcomes

- Academic Engagement
- Integrative Thinking
- Reflection





# Music IS Interdisciplinary

[HTTPS://WWW.DROPBOX.COM/S/8ZDVWRKPVT38WXN/JIM%20HENRY%20SOUND%20BITE.M4V?DL=0](https://www.dropbox.com/s/8ZDVWRKPVT38WXN/JIM%20HENRY%20SOUND%20BITE.M4V?DL=0)

# **RAIDER LEARNING COMMUNITY**

## **FALL 2016**

**MUS 1030: Introduction to Music**

**and**



**COMM 2200: Fundamentals of Communication**



# **INTEGRATIVE THINKING/REFLECTION ASSIGNMENT SEQUENCE**

- **Desert Island Playlist for MUS 1030**
- **Informative Speech for COMM 2200**
- **Podcast for both courses**
- **Reflection for both courses**

# **DESERT ISLAND PLAYLIST**

## **MUS 1030**

- For each of the genres covered in the American music unit (gospel, folk, blues, country, rock, hip-hop, and jazz), students will choose one song that best represents each genre and write at least one paragraph justifying their decision.



# **INFORMATIVE SPEECH**

## **COMM 2200**

- Students will create and present an informative speech about one artist/song from the MUS 1030 Desert Island Playlist assignment. Minimum of three sources required.

# **PODCAST ASSIGNMENT BOTH COURSES**

- Students will create a podcast in which they record a short segment of information about the artist/song that was the subject of their informative speech.
- These podcasts will be recorded in the MTSU radio station's studio.
- All students' introductory segments and songs will be used to create a class podcast that will be played on the MTSU radio station and/or made available on the station's website.



# PODCAST EXAMPLE

## *Let Love Rule*

- Love is gentle as a rose  
And love can conquer any war  
It's time to take a stand  
Brothers and sisters join hands
- We got to let love rule  
Let love rule  
We got to let love rule  
Let love rule
- <https://www.dropbox.com/s/4g4kofnpygsxkm5/Podcast Assignment.m4a?dl=0>
- Love transcends all space and time  
And love can make a little child smile  
Oh can't you see  
This won't go wrong  
But we got to be strong  
We can't do it alone
- We got to let love rule  
Let love rule  
We got to let love rule  
Let love rule

# REFLECTION for BOTH COURSES

Write a paragraph thoroughly describing the Podcast you developed.

- *What song did you choose and why?*
- *How did you choose the song for the Podcast?*
- *What influenced your thinking?*

## REFLECTION—continued

Write a paragraph evaluating the final product—the Podcast.

- *What are the strengths of your Podcast?*
- *What did you do well?*
- *How could your Podcast be improved?*



## REFLECTION—continued

Write a paragraph describing the process of completing the Podcast.

- *What parts of the process were easy for you?*
- *Describe any challenges you faced during the process. What was difficult for you? Why? What surprised you during this experience?*
- *How might you complete the project differently if you were to do it again?*

# REFLECTION—continued

Write a paragraph describing what you learned while completing the Desert Island Playlist, Informative Speech, and Podcast.

- *Be very specific in describing the knowledge you gained—both from MUS 1030 and COMM 2200—that helped you complete these projects.*
- *Describe the specific skills you developed and used to complete these assignments.*
- *Finally, how did your previous knowledge and skills (things you knew before taking these classes) contribute to your completion of these tasks?*

# REFLECTION—continued

Write a paragraph giving advice to the next group of students who will be completing the Desert Island Playlist, Informative Speech, and Podcast.

- *What should students know up front about how to complete these projects successfully?*



# REFLECTION—continued

Write a paragraph explaining how the knowledge, skills, and abilities you gained while completing these projects will be useful to you in the future.

- *How will you apply the knowledge and skills in the future?*
- *How does this learning connect to other courses you are taking or plan to take in the future?*
- *How does this learning contribute to your educational and career goals?*

# MT ENGAGE LEARNING OUTCOMES

## Connections to Discipline

Students will create a signature assignment (Podcast) that connects and applies American music genre knowledge learned in MUS 1030 and oral communication skills developed in COMM 2200.

## Integrated Communication

Students will create a Podcast that demonstrates awareness of audience and purpose and that enhances meaning by connecting content and form.

## Reflection and Self-Assessment

Students will demonstrate the ability to critically examine and reflect on their experiences completing the Integrative Thinking Assignment Sequence for MUS 1030 and COMM 2200, including evaluating their strengths and challenges.

# **RAIDER LEARNING COMMUNITY**

## **FALL 2016**

**ENGL 1010: Expository Writing,  
Literacy for Life**

**and**

**COMM 2200: Fundamentals of  
Communication**

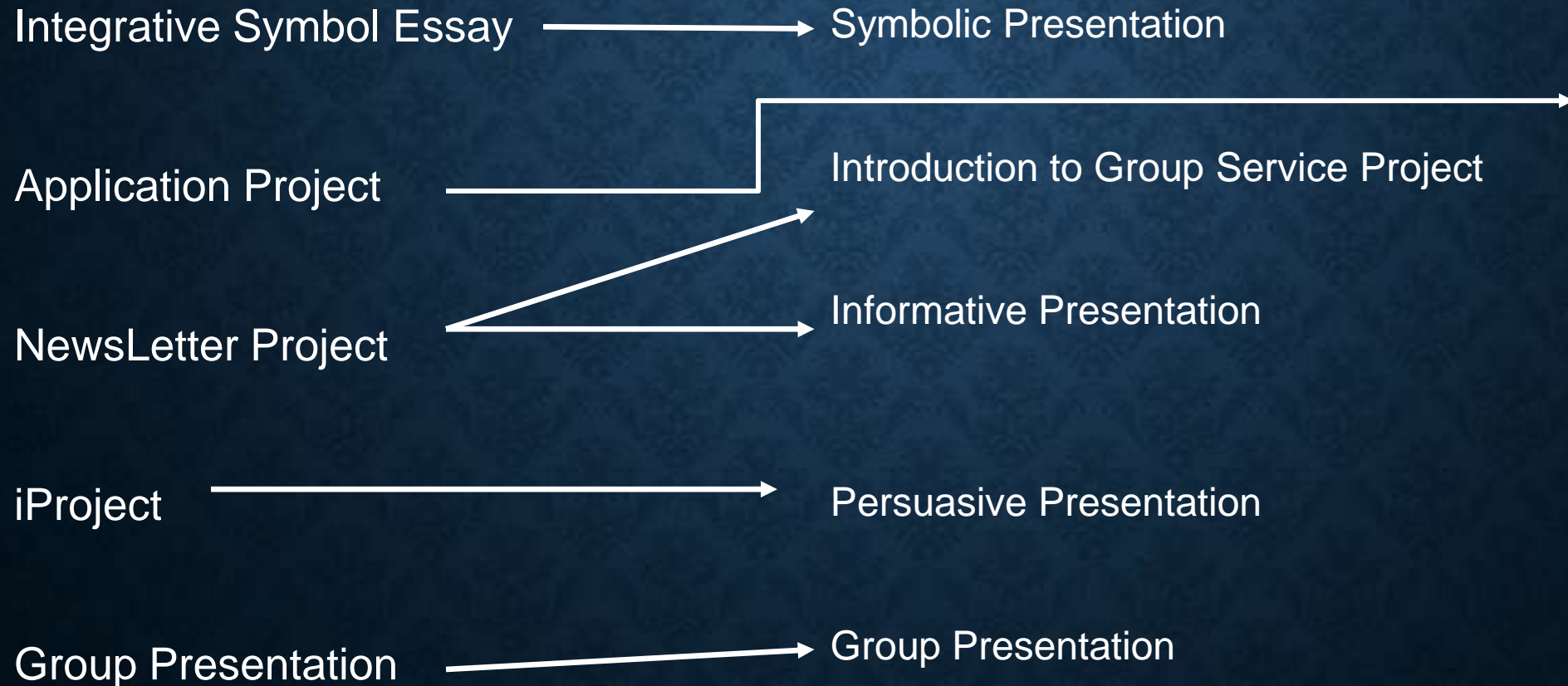




# INTEGRATIVE ASSIGNMENT SEQUENCE

## ENGL 1010

## COMM 2200



# INTEGRATIVE ASSIGNMENT: NEWSLETTER

## NewsLetter Project

Each student student will write a newsletter for their VSA service project.

If their project has already occurred, they will write a review of their event for the VSA Newsletter.

If their project has yet to occur, they will write a newsletter meant to attract participants.



## COMM 2200 Service Project

Student groups will participate in an event sponsored by the VSA for a particular disability.

They will be in charge of organizing the event (bringing food, organizing games, setting up tables, etc., for parties).

If the event is a presentation by a person or group, students will be in charge of promotion, set up, and “green room” areas.

The best Newsletters will be published on the VSA website.

# MT ENGAGE LEARNING OUTCOMES

## Connections to Discipline

ENGL 1010: Students will have engaged in audience analysis and choosing the correct “language” to connect to that audience.

COMM 2200: The precision and detail needed to write a newsletter prepares the students for details and variables accompanying the set up of an event. In other words, writing down what you’re going to do helps you figure out what you need.

## Integrated Communication

In the Newsletter assignments, students will have to obtain information from the organizations sponsoring their event allowing them to develop speech skills for an English class. And the students will have to take that verbal product and condense it into a condensed, coherent writing product for a completely different audience.

## Reflection and Self-Assessment

As this will be near Mid Term, students will reflect (1) on their progress in both classes until now, (2) judging and analyzing the techniques they have learned so far, (3) and using their experiences with this project to envision a future plan of action for the next half of the semester.



# EXAMPLE REFLECTIVE ASSIGNMENTS

## Beginning of Semester

What do you expect from this class? What do you hope to learn? How do you think it will help you in your career?

## Mid Term

Name two skills learned so far that have been immediately helpful in your other classes. Explain why. Based on the 1<sup>st</sup> half of the semester, what do you think the last half of the semester will be like?

## Final

Which skills will be most useful to your major? Write a letter to future students taking this class; what advice would you give them? OR write a letter to your past self. What would you want a younger, less wise “you” to know about this class?

**BUT WHAT IF I DON'T TEACH IN  
A RAIDER LEARNING COMMUNITY?**

**EASY! TAKE A PROJECT YOU  
ALREADY HAVE IN CLASS AND MAKE  
IT MT ENGAGE!**

*There is no subject you don't have permission to  
write about. ~Zissner*

# WHAT CAN YOU DO?

## Math

Take a particularly difficult assignment, and have students (1) explain it to each other either through writing or speech. Break them into groups and have them do this, and then send an “envoy” from one group to another group and see if the “envoy” can adequately explain the concept.

## History

Have students write a letter to their senator, or better yet, have them write a letter to their representative of the time (1) explaining the situation, and (2) taking a personal stand on it.

Have them write a book review on one of the books they have to read in your class. Assign them a job. (You’re a scholar; write a review a scholar would. You’re an amateur historian who likes historical romance; what do you think of the book?)

## Anthropology

Darn time machines! You have only enough paper and ink to send a letter home to let your friends know exactly WHEN you are in time. Write that letter to them, so they know when to travel back to save you.



**QUESTIONS?**

**DISCUSSION**