MU4810 PSYCHOLOGY OF MUSIC
INSTRUCTOR: Dr. Kevin Watson
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OFFICE HOURS: By appointment

TEACHING ASSISTANT: Patrick Feely
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OFFICE HOURS: Thursdays 10:30-11:30 am

I hope that you will schedule an appointment to visit with me. It’s a chance to talk about the course, study strategies, research projects, or whatever else you’d like to discuss. You don’t have to have a problem to visit. If you find yourself having difficulty with a reading or an assignment, however, I definitely want to see you; I may be able to help.

COURSE PREREQUISITE

Permission of the department. Unless you have either the requisite 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 GOALS

In this course we will explore the multidisciplinary and interdisciplinary phenomenon of music psychology. The course is designed to help students understand how music learning comes about and determine what environmental, physical, and psychological conditions play a role in the learning process. In this course you will learn how to find, summarize, synthesize, critically review, and conduct music psychology research. Upon completion of this course, you will be able to discuss some of the defining principles behind a number of the major learning theories, as well as point out the applicability of these principles to music teaching and learning. You will also be able to outline various approaches to the investigation of social psychological constructs such as motivation and performance anxiety with a specific focus on musical contexts.
COURSE MATERIALS

Required Text

Other Required Readings
See Course Readings tab on left or readings posted on lesson pages

Suggested Reading


OWL Course Site
https://owl.uwo.ca

COURSE POLICIES

1. Each day all of us build our professional reputations. As such, it is expected that you will attend each class, be punctual, complete reading and writing assignments in a timely way, and participate fully and respectfully in class discussions. Thoughtful dialogue forms an essential component of mastering complex material. Note that you may contribute to class discussions in many ways: asking questions, offering your reactions to readings, acknowledging ideas offered by colleagues and drawing others into the discussion.

2. All written submissions must be word-processed and are due on the assigned due date. Late assignments will be accepted with a grade penalty of twenty percent per day. Assignments submitted more than 30 minutes past the due time will be considered late.

3. Please see the University’s policy on excused absences detailed below. An unexcused absence on the day of an exam or class presentation will result in a grade of F for that assignment. Numerous absences of any kind will be referred to the Department Chair for consideration of forfeiture of course credit.

4. Please turn all cell phones to the off or silent mode during class time. If you choose to bring your laptop/tablet to class, please use it only to access course material or take notes. Please refrain from non-class related communication (e.g., facebook, email, texting, surfing, etc.) during class time.
EVALUATION
The grade for MU4810 will be based on the following:

Research Study Summary: 10 points
Application Papers (2): 40 points
Forum Postings: 50 points
Research Project: 70 points

Total: 170 points

ASSIGNMENT DESCRIPTIONS

Research Study Summary
Summarize a research study related to behavioural learning theory. The write-up must include information pertaining to the following components of a research study: (a) What was the purpose of this study? (b) What was the background or framework for the study? (c) How did the researcher go about studying this issue? (d) What were the findings of the study?
Suggested length: One page (double-spaced, 1 inch margins).
Due Thursday January 25 @ 11:00 am

Forum Postings
For seven of the course topics, I will post a question to the Forums page of our OWL course site. These questions may also be accessed via the respective topic unit page in the site. Each question is intended to give you an opportunity to critically reflect on the readings/topic prior to class, so that you arrive ready to contribute to discussions. You will write brief responses to at least five of the seven assigned questions. Each response should be approximately 120 words in length. Responses should demonstrate knowledge of the important principles of the topic. Responses must be submitted at least one hour before the start of the class period devoted to the relevant topic.

Behavioural Learning: Due Tuesday January 23 @ 9:30 am
Social Cognitive Learning: Due Tuesday January 30 @ 9:30 am
Memory & Cognition: Due Tuesday February 13 @ 9:30 am
Metacognition: Due Tuesday February 27 @ 9:30 am
Developmental Psychology: Due Tuesday March 13 @ 9:30 am
Learning Transfer: Due Tuesday March 20 @ 9:30 am
Motivation: Due Tuesday March 27 @ 9:30 am
Application Papers (2):
The application papers will enable you to think through research and theory as they connect to real-life situations within your field. For each paper you will create and describe a music teaching scenario that exemplifies the principles of a particular theoretical learning or motivational framework. Your response should provide evidence of your knowledge of the framework, and demonstrate professional quality writing skills.
Suggested length: Two pages (double-spaced, 1 inch margins).

**Paper #1: Due Friday February 9 @ 4:00 pm**

**Paper #2: Due Friday April 13 @ 4:00 pm**

Research Project
Over the course of the semester you will complete a research project. The project will be broken down into seven small assignments, each designed to illuminate a particular part of the research process. The breakdown of the project is as follows:

**Survey Assignment for Data Collection. Due Friday January 19 @ 4:00 pm**
You will complete an anonymous online survey that includes basic demographics questions and seven self-report scales assessing psychological constructs covered over the duration of the course. Responses will be kept anonymous. These surveys will provide the data for all class members’ research projects.

**Hypothesis Generation Assignment. Due Friday February 16 @ 4:00 pm**
You will receive a list of each of the constructs assessed in the survey as well as their definitions. You will select two of these variables, write a brief description of each construct, and develop a hypothesis about the relationship between them. The hypothesis will speculate on the direction and strength of the correlation between the two chosen variables and explain why those variables may be correlated.

**Method & Results Assignments. Due Friday March 9 @ 4:00 pm**
You will write a brief Method section describing your project. The “Participants” portion of the Method section will include the number of participants, from where the participants were obtained, and demographic information about the participants. The “Measures” portion will discuss how variables were operationalized (i.e., the name of the instrument used to measure each variable used, the number of items, and the scale anchors). The “Procedure” portion will include the context in which the data were collected and the instructions that survey participants received.
Correlational analyses will be conducted and you will report the results of your project by describing the data analysis, the resulting correlation coefficient, whether the correlation was significant, and the strength and direction of the correlation.

**Discussion & Future Directions Assignment. Due Friday March 23 @ 4:00 pm**
You will interpret the results by reporting whether the data supported your hypotheses for the strength and direction of the correlation. If your prediction was not supported you will indicate whether changing the method or procedure in a future replication could affect the results. The interpretation will speculate on the three potential causal pathways linking your chosen variables (i.e., Variable 1 causes Variable 2, Variable 2 causes Variable 1, or a third variable causes both Variables 1 and 2). You will then either (a) indicate why it is important for your correlational
study to be replicated and then describe a potential replication with different measures, participants, or procedures, OR (b) propose a true experimental design that could test one causal pathway generated in the previous assignment and indicate your hypotheses about the results.

Powerpoint Slide(s) & Compiled Paper. Due Friday April 6 @ 4:00 pm
Create a short PowerPoint summary of your project. Templates will be provided. You will also compile your previous assignments into a single paper, incorporating any feedback suggested on those assignments.

Presentation Assignment. Due Tuesday April 10 @ 10:30 am
You will present your research study during an in-class "research poster session." You will use your PowerPoint slide(s) as your poster.

Grade Definitions
A+ 90-100%
A 80-89%
B 70-79%
C 60-69%
D 50-59%
F below 50% or assigned when course is dropped with academic penalty

Grading Guidelines for Written Submissions
A: Outstanding work! The assignment was submitted on time and is exceptionally well planned, clear, and thorough. It is evident that you have applied both learning from the class and your own reflections and interpretations. Grammar and spelling are flawless.

B: Good work! You have completed the task as required and there is evidence that you have applied your learning from the class. The work is clear and the grammar and spelling are quite good.

C: You have completed the assignment as required. However, there may be problems in spelling or grammar, in completeness of thinking, or in the depth of your thinking.

D: There are significant problems with the submission. The work is not clearly thought through or you have missed some key concepts and have failed to take the time to ask or get help from me to complete the work.

F: Unfortunate. The assignment was poorly executed, not turned in, or you were absent on the day of a test, etc.
UNIVERSITY POLICIES

Academic Conduct
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:
http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf

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 Western University and Turnitin.com, http://turnitin.uwo.ca/.

Accommodation for Medical Illness
As of May 2008, the University instituted a new policy on Accommodation for Medical Illness, www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf, 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.” Such documentation must be submitted by the student directly to the appropriate Faculty Dean’s office and not to the instructor (in Music, this means the Associate Dean, Undergraduate). It will be the Dean’s office that will determine if accommodation is warranted.

Statement on Mental Health
Students that are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

HELPFUL RESOURCES

Writing Tutorial Services
Free comprehensive writing support for students and faculty.
http://www.sdc.uwo.ca/writing/

Writing Resources
Great information here! Check out the writing support handouts and podcasts.
http://www.sdc.uwo.ca/writing/index.html?handouts

Learning Skills Services
SDC's Learning Skills Counsellors provide information and support to help Western students achieve academic success.
http://www.sdc.uwo.ca/learning/
Disability Services for Students
http://www.sdc.uwo.ca/ssd/

If you need individual accommodations to meet course objectives because of a documented disability, please make an appointment with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work.