MU4810A PSYCHOLOGY OF MUSIC
COURSE OUTLINE, FALL 2016

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Office Hrs: By appointment
Office hrs: By appointment

Class Time:  
Tuesday: 10:30-12:30 pm, TC 307
Thursday: 11:30-12:30 pm, TC 307

Do schedule appointments with either Ms. Kinghorn or me. It provides you an opportunity to talk about study strategies, writing strategies, research projects, the course or anything else. We are here to work with you when experiencing difficulties or are curious and want an opportunity to have a conversation.

COURSE PREREQUISITE
Permission of the department. 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. The 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 & OBJECTIVES
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 evolves 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, and critically review music psychology research. Upon completion of this course, you will be able to discuss some of the defining principles behind a number of foundational learning and motivation theories, as well as point out the applicability of these principles to music teaching and learning. You will be able to describe basic trends in children’s general and musical development, and discuss research relevant to the acquisition of performance skills. You will be able to evaluate evidence for and against the notion that musical experience aids learning related to non-musical abilities (i.e., does music “make you smarter or better?”). Finally, you will be able to identify major theoretical conceptions of music performance anxiety, as well as trends regarding effective therapeutic approaches for treatment.
COURSE MATERIALS

Required Texts:

Suggested readings


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 on time, and be prepared. Read the assigned readings ahead of time, and complete writing assignments in a timely way. Participate fully and respectfully in class discussions; we learn from each other and each of you has something to contribute. Engaging through dialogue in mindfully contributes to 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. 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.

3. 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. Do note that recent research reflects learning is more effective when notes are taking with pen/pencil and paper; taking notes on a computer results in less effective retention and understanding of material.
EVALUATION
The grade for MU4810 will be based on the following:

Research Study Summary (1): 5%
Forum Postings (3/6): 15% (5% each)
Application Papers (2): 30% (15% each)
Personal Choice Project
   - Oral Presentation (10%)
   - Project-Final Written Paper (15%)
Final Examination: Student created 25%

ASSIGNMENT DESCRIPTIONS (drop all assignments in your Dropbox on OWL)

Research Study Summary: Due September 22\textsuperscript{th}, 11:00am
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).

Forum Postings (3/6): See Course Schedule for Posting and Due Dates
For each 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 three of the six assigned questions. Each response should be one to two paragraphs in length (150 words). Responses should demonstrate knowledge of the important principles of the topic. You may choose the topics for which you want to write responses, but you must submit at least two before Fall Break. Responses must be submitted by 9:30 am on the day of the class period devoted to the relevant topic.

Application Papers (2):
Paper #1: Due October 6\textsuperscript{th} 4:00 pm; Paper #2: Due November 6\textsuperscript{th}, 4:00 pm
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 for each paper: Two pages (double-spaced, 1 inch margins).

Personal Choice Project
Oral Presentation & In-Progress Reference List (to be handed in):
Due November 17/19 in class
Peer review—in groups of two providing feedback to each other’s presentation—November 22
Peer review response to presentation: In class November 22/24
Written Report of Project:
Due December 1\textsuperscript{st} @ 4:00pm
For this assignment you will summarize and synthesize some of the existing research in a music psychology-related topic of your choice. You will consider how the research studies individually and collectively relate to or illustrate specific theoretical frameworks in music psychology (e.g., behavioural learning, social cognitive learning, theories of memory and cognition, developmental learning, metacognition, learning transfer, motivation). Based on your synthesis of the research evidence, you will offer two-three research questions that would be considered as “Implications for Future Research.”

You will present a five minute oral summary of your project to the class, highlighting the professional need/problem that prompted your interest in the topic, key research findings, and how these findings might impact the music education profession.

The final paper should demonstrate professional quality writing skills. Papers must adhere to APA writing style. Submit the paper to Personal Choice Project Final Paper in your dropbox on OWL. Submit only one attachment. Only use file types: Word, PDF, HTML, RTF, or plain text. Always include file extension. (Suggested length including reference list: 10 pages, double-spaced, 12-point font, 1 inch margins)

Final Examination: DUE December 12\textsuperscript{th} @11:59pm
The final exam will be written in class. Specific guidelines will be handed out in class and posted on the OWL site. Throughout the semester we will work on crafting questions that require varying kinds of thinking, have peers review each other’s draft questions, and provide feedback.

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. Taking more time and/or making an appointment with me to go over concepts could have aided you in a more successful completion of this submission.

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

Accommodation for Medical Illness
The University's policy on Accommodation for Medical Illness, www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf, 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/](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/](http://www.sdc.uwo.ca/writing/)

*Writing Resources*
Great information here! Check out the writing support handouts and podcasts.

*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/](http://www.sdc.uwo.ca/learning/)

*Disability Services for Students*
[http://www.sdc.uwo.ca/ssd/](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.