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

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. 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
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 September 19 @ 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 September 17 @ 10:30 am

Social Cognitive Learning: Due Tuesday October 24 @ 10:30 am

Developmental Psychology: Due Tuesday October 15 @ 10:30 am

Metacognition: Due Tuesday October 22 @ 10:30 am

Learning Transfer: Due Tuesday October 29 @ 10:30 am

Motivation: Due Tuesday November 12 @ 10:30 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 October 4 @ 4:00 pm**

**Paper #2: Due Friday November 1 @ 4:00 pm**

Research Project

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

**Recruitment of Participants. Due Friday October 4 @ 4:00 pm**

You will recruit at least one person to 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. You will submit to the instructor a signed consent form from each of the participants you have recruited. These survey responses will provide the data for all class members’ research projects.

**Hypothesis Generation. Due Friday October 11 @ 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 you believe those variables may be correlated.

**Method Description. Due Friday October 25 @ 4:00 pm**

You will write a brief Method section describing your project. The “Participants” portion of the Method section will include the total number of participants 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.

**Results & Discussion. Due Friday November 15 @ 4:00 pm**

Compute correlational analyses and report the results of your project by reporting the resulting correlation coefficient, whether the correlation was significant, and the strength and direction of the correlation. You will interpret the results by discussing 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., Variable1 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 November 29 @ 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 December 3 @ 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.

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**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.

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**UNIVERSITY POLICIES**
(Sun Sep 01, 2019 12:00 AM)
Academic Conduct

Scholastic offenses are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found under Undergraduate Students - Scholastic Discipline at:

https://www.uwo.ca/univsec/academic_policies/index.html

Accommodation for Medical Illness

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 fulfill 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:


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.

The University’s complete policy on Accommodation for Illness may be found under “Rights and Responsibilities” at: https://www.uwo.ca/univsec/academic_policies/index.html
Statement on Mental Health

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

HELPFUL RESOURCES

Writing Tutorial Services
Free comprehensive writing support for students and faculty. Check out the writing support handouts and podcasts.
http://www.sdc.uwo.ca/writing/

Learning Development & Success
SDC’s Learning Skills Counsellors provide information and support to help Western students achieve academic success.
http://www.sdc.uwo.ca/learning/

Student Accessibility Services
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 as soon as possible to discuss your needs so that we can ensure your full participation in class and fair assessment of your work. You may also register with Accessible Education (formerly known as Services for Students with Disabilities).