

SYLLABUS
School of Music | University of Florida
Psychology of Music
MUS 6685 | Spring A 2023 | 3 credits

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COURSE DESCRIPTION

This course surveys the literature in the psychology of music with applications to music teaching and learning. Specific topics may include basic psychoacoustical processes, auditory perception, cognitive organization of musical sound, tonal and musical memory, neuromusical research, affective and physiological responses to music, learning theory, musical aptitude, developmental processes, and motivation.

REQUIRED TEXTS

- Galvan, J. L., & Galvan, M. C. (2017). *Writing literature reviews* (7th ed.). Routledge. [ISBN: 978-0415315746]
- Hodges, D. A. (2020). *Music in the human experience: An introduction to music psychology* (2nd ed.). Routledge. [ISBN: 978-1138579828]

RECOMMENDED TEXT

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

OTHER RESOURCES

1. The book has a companion website located at <https://routledge-textbooks.com/textbooks/9781138579828/>
 - a. To gain access to the site you must follow the directions on the right side of this webpage – <https://tinyurl.com/hodges-pom> – to request a *token*.
 - b. The media examples indicated in the book are not available as they were created using the now obsolete Adobe Flash. However, some have been made available as videos, which can be accessed here: <http://aim-ed.com/mithe/videos/>
2. A Canvas course site has been established for use in this class. To access it use a World Wide Web browser and open the following URL: <https://ufl.instructure.com/>
3. The *Scholarly Resources in Music Education* website has links to a variety of resources related to scholarship in music education. It can be located here: <http://scholarly.billbauer.me>

GOALS AND OBJECTIVES

By the conclusion of this course, the graduate music education student will:

1. read, reflect on, and discuss selected literature related to the psychology of music teaching and learning;
2. apply psychology of music content knowledge to music teaching and learning;
3. acquire a depth of understanding in an area of interest relevant to the psychology of music;
4. utilize printed and electronic sources of music education and psychology of music reference materials;
5. demonstrate growth in writing skills; and
6. utilize proper APA style.

COURSE POLICIES

WORKLOAD AND ASSIGNMENTS

This graduate course requires considerable reading, along with discriminating reflection, writing, and discussion. Be prepared to devote the time necessary to be successful. The compressed format of this online course will require 15-18 hours of work per week to meet course expectations. *Late work will not be accepted unless prior arrangements have been made with your instructor.*

EMAIL

Your UFL email account is the official email address used by the University, where official correspondence is sent. Important communication regarding this course may take place using your UF email address and/or the Canvas messaging system. You need to regularly check both of these at least once per day while enrolled in a course in the MMME Online Master's program. Likewise, unless there are extenuating circumstances, when you send your instructor an email or Canvas message during the week (M-F) you can expect a reply within 24 hours. Instructors will reply on weekends as they are able.

COURSE TECHNOLOGY

Students taking this course must have access to the following equipment and software:

- Recent computer with a high-speed internet connection
- Webcam (may be integrated with your laptop or computer monitor)
- Speakers, headphones, and/or earbuds that will allow for discerning music listening
- Internet browser
- Email
- Software as specified in the course's Canvas e-Learning site
- e-Learning (Canvas)

UNIVERSITY OF FLORIDA POLICIES

ATTENDANCE

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies [<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>].

UNIVERSITY POLICY ON ACCESSIBILITY

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC) by visiting [<https://disability.ufl.edu/students/get-started/>]. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UNIVERSITY GRADES AND GRADE POINTS POLICY

The university grades and grade points policy can be viewed here: [<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradingpoliciestext>].

UNIVERSITY ACADEMIC HONOR POLICY

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code [<https://sccr.dso.ufl.edu/process/student-conduct-code/>] specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

HEALTH AND WELLNESS RESOURCES

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student in distress [<https://umatter.ufl.edu>].
- Counseling and Wellness Center
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 352-392-1575;
and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need [<https://shcc.ufl.edu>].
- University Police Department
352-392-1111 (or 9-1-1 for emergencies) [<http://www.police.ufl.edu/>]
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608 [<https://ufhealth.org/emergency-room-trauma-center>].
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website [<https://gatorwell.ufsa.ufl.edu>] or call 352-273-4450.

COURSE EVALUATION PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [<https://ufl.bluera.com/ufl/>]. Summaries of course evaluation results are available to students at [h\[https://gatorevals.aa.ufl.edu/public-results/\]](https://gatorevals.aa.ufl.edu/public-results/).

NETIQUETTE

Online etiquette, or *netiquette*, refers to the fact that because the body language, tone of voice, and instantaneous listener feedback cues found in face-to-face classrooms are often absent in online courses, certain considerations are important to keep in mind when interacting with fellow students and professors.

GENERAL NETIQUETTE GUIDELINES

When communicating online, you should always:

- Treat the professor with respect, including when using email or any other online communication.
- Always use your professors' proper title: Dr. or Professor. Unless specifically invited, don't refer to them by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING!
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensively.

EMAIL NETIQUETTE

When you send an email or Canvas message to your instructor or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Sign your message with your name.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "reply all."
- Be sure that a message's author intended for the information to be passed along before you click the "forward" button.

DISCUSSION FORUM NETIQUETTE

When posting in the Discussion Forum in your online class, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Always give proper credit when referencing or quoting another source.
- Read all messages in a thread before replying.
- Not repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

ASSESSMENT

<u>ASSIGNMENT</u>	<u>WEIGHT</u>
Startup	.01
Reading Accountability	
Mini-reflections	.10
Perusall	.24
Applied Projects	.20
PoM in Action	.10
RofL Paper	.35

GRADING SCALE		LETTER TO NUMERICAL GRADE CONVERSION		
			<i>Letter Grade</i>	<i>Numerical Equivalent</i>
99-100	A+			
93-98	A			
90-92	A-		A+	100
87-89	B+		A	95
83-86	B		A-	91
80-82	B-		B+	88
77-79	C+		B	85
73-76	C		B-	81
70-72	C-		C+	78
67-69	D+		C	75
63-66	D		C-	71
60-62	D-		D+	68
59 & below	F		D	65
			D-	61
			F	55

Course Calendar

Week	Topic
<i>1</i> 1/9-1/15	Psychology of Music: Where Music & Science Meet
<i>2</i> 1/16-1/22	Being Musical
<i>3</i> 1/23-1/29	Musical Hearing and Listening
<i>4</i> 1/30-2/5	Musical Performance and Performance Anxiety
<i>5</i> 2/6-2/12	Motivation and Practicing
<i>6</i> 2/13-2/19	Music Reading
<i>7</i> 2/20-2/26	Psychology of Music Learning
<i>8</i> 2/27-3/1	Coda