

SYLLABUS  
School of Music  
University of Florida

*Psychology of Music*

**MUS 6685 (3)**

Spring 2024

M (Periods 9-11)

**Professor: Dr. William I. Bauer**

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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**

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Galvan, J. L., & Galvan, M. C. (2017). *Writing literature reviews* (7<sup>th</sup> ed.). Routledge.

Svard, L. (2023). *The musical brain: What students, teachers, and performers need to know*. Oxford University Press.

Woody, R. H. (2022). *Psychology for musicians: Understanding and acquiring the skills* (2<sup>nd</sup> ed.) Oxford University Press.

**ADDITIONAL RESOURCES**

1. A Canvas course site has been established for use in this course. To access it use a World Wide Web browser and open the following URL: <https://ufl.instructure.com/>
2. Selected readings and other resources may be placed on reserve in the Architecture and Fine Arts Library: <https://afa.uflib.ufl.edu/>
3. A UF Libraries Music Education Resource Guide can be located here: <https://guides.uflib.ufl.edu/MusicEducation>
4. The Scholarly Resources in Music Education website can be located here: <https://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. acquire a depth of understanding in an area of interest relevant to the psychology of music;
3. utilize printed and electronic sources of music education and psychology of music reference materials;
4. demonstrate growth in writing skills;
5. utilize proper APA style;
6. present psychology of music content to the class.

## **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](mailto: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 [<https://gatorevals.aa.ufl.edu/public-results/>].

## **EXPECTATIONS**

### **WORKLOAD**

This course requires considerable reading, along with discriminating reflection, writing, and discussion. Be prepared to devote the time necessary to be successful.

### **ATTENDANCE**

Prompt attendance is expected as a demonstration of professional commitment. The heart of education at the University of Florida is the teaching/learning interaction between you the student and your instructors. Because of this belief, class attendance is regarded as an essential part of the "contract" between you and the University. You are expected to attend all classes for which you are registered. If you know you must be absent from this class, you should speak with Dr. Bauer before your absence, stating the reasons for your absence and agreeing upon a way to make up the work. Absences for illness and other valid reasons will be excused when **advanced notice** is provided. If you have a valid reason for an absence on an examination day, and you let me know in advance, you will be permitted to make up the test at a mutually convenient time. Exams must be made up as soon as possible after your return to class, and no later than one week following your return.

### **CLASS PARTICIPATION**

Because active and articulate oral interchange increases verbal skills and promotes a stimulating classroom atmosphere, the instructor will evaluate the quality, quantity, and appropriateness of each student's oral contributions to the class. Although no attempt will be made to translate this evaluation into an objective number of points, the instructor will use his subjective judgment of this behavior in the determination of borderline final grades. The dynamics of this class, and its ultimate value to you, require you to come to class prepared (read assignments), bringing questions and comments to stimulate discussions.

## 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 also take place via email, and your UFL email address is what will be used. All students need to regularly check their email, at least one time per day. Make checking it part of your daily routine. Likewise, unless there are extenuating circumstances, when you send me an email during the week (M-F) you can expect a reply within 24 hours. I will reply on weekends as I am able.

## ASSESSMENT

Assignment	Weight
Points for Discussion (Woody & Svard)	.10
Review of Two Research Articles	.05
Applied Projects	.15
RofL Paper and Presentation	.30
<ul style="list-style-type: none"><li>• Topic &amp; Annotated Bibliography (.025)</li><li>• Outline/concept map (.025)</li><li>• Peer-review draft (.025)</li><li>• Presentation (.05)</li><li>• Final draft (.175)</li></ul>	
Test #1	.20
Test #2	.20

Grading Scale		Letter to Numerical Grade Conversion		
99-100	A+		<i>Letter Grade</i>	<i>Numerical Equivalent</i>
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

**G** = Galvan, J. L., & Galvan, M. C. (2017). *Writing literature reviews* (7<sup>th</sup> ed.). Routledge.

**S** = Svard, L. (2023). *The musical brain: What students, teachers, and performers need to know*. Oxford University Press.

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<b>DATE</b>	<b>TOPIC</b>
January 8	Getting Started
15	No Class – Martin Luther King Day
22	Introduction to Music Psychology
29	Development
February 5	Motivation
12	Practice
19	Learning and Remembering Musical Works
26	Expressing and Interpreting
March 4	Composing and Improvising
11	Spring Break
18	Managing Performance Anxiety
25	The Performer
April 1	The Teacher
8	The Listener
April 15	The User
22	Paper Presentations
26	No Class Meeting
29	No Class Meeting

**This syllabus is a guide. It may be varied as needed.**