

**SYLLABUS**  
School of Music  
University of Florida

***Psychology of Music***

**MUS 6685 (3)**

Spring 2017  
W (Periods 9-11)

**Professor: Dr. Marshall Haning**

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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. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Galvan, J. L. (2014). *Writing literature reviews* (6<sup>th</sup> ed.). Glendale, CA: Pyrczak Publishing.

Lehmann, A. C., Sloboda, J. A. & Woody, R. H. (2007). *Psychology for musicians*. New York, NY: Oxford University Press.

Levitin, D. J. (2006). *This is your brain on music: The science of a human obsession*. New York, NY: Penguin Group.

Parncutt, R. & McPherson, G. E. (2002). *The science and psychology of music performance*. New York, NY: Oxford University Press. [On reserve in the library and available as an e-book <<http://tinyurl.com/parncutt-mcpherson>> through the UF library system. You have to be on campus or VPN into the UF network to access the e-book. You may also purchase a new or used hard copy if you prefer.]

**Other Resources**

1. Online resources have been established for use in this course in Canvas. To access them use a World Wide Web browser and open the following URL: <https://lss.at.ufl.edu/>
2. Selected readings and other resources may be placed on reserve in the Music Library – <http://www.uflib.ufl.edu/music/>

## 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 Required Statements:

### *Students Requesting Accommodations due to Disabilities*

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

### *Academic Honor Policy*

It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

As a result of completing the registration form at the University of Florida, every student has signed the following statement:

"I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

### *Online Course Evaluations*

Students are expected to provide feedback on this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

## Expectations

*Workload:* This graduate 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. Haning 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.

## Assignments

In addition to all assigned course readings, students will complete the following assignments. More information about each of these assignments will be provided in class.

### **Points for Discussion (PFD)**

You will be asked to provide "Points for Discussion" (PFD) based on the readings assigned during certain weeks of the class (see the course calendar). These are to be submitted to Dr. Haning via Canvas by 4:00 PM each Wednesday that they are due. You should also have access to them (either in digital or hard copy form) during class, as you will will at times be asked to share them as a basis for a full class discussion. Each point for discussion should include the point and a brief reason why you personally found it of interest and/or outline a question you have about the reading.

Here is an example of a properly formatted PFD:

*Dweck, p. 213: "The growth mindset is based on the belief in change, and the most gratifying part of my work is watching people change. Nothing is better than seeing people find their way to things they value."*

This is also the way I feel about teaching. Helping students to grow and develop, to see and value things in new ways, is what is truly gratifying about being a teacher at any level. If a growth mindset is nurtured in students, the possibility of this occurring on a regular basis would appear to greatly increase.

### **Exam Questions**

For each class meeting, you will prepare two multiple-choice questions based on the assigned readings for that week. These questions should be focused on the “big-picture” ideas presented in the readings, rather than details or minutiae. Guidelines for writing high-quality multiple-choice questions will be discussed in class.

### **Review of Literature Paper**

Complete a thorough review of the literature on any topic related to the psychology of music teaching and learning. This review of literature will be a synthesis of the literature, followed by your interpretation of it. The paper will conclude with your insights on the applications of the research you’ve reviewed to music teaching and learning.

- Define and clarify the problem/question.
- Summarize previous investigations/articles in order to inform the reader of the current state of research (i.e., review the literature).
- Identify relations, contradictions, gaps, inconsistencies and/or implications found in the literature.
- Suggest the next step or steps in solving the problem, and provide an example of an application to a specific teaching situation.

The paper should be approximately 20 pages in length (including the cover page, abstract, and references), written in APA style. You will present your paper to the class using a visual aid (PowerPoint, Keynote, Prezi, etc.), providing each class member and Dr. Haning with a handout. Confirm your topic with Dr. Haning no later than the date on the course calendar.

### **Review of Three Research Articles Related to Your Review of Literature**

Choose three research articles and review them according to the following criteria:

(a) Introduction – Is it clear what’s being studied (what is the purpose of the study)? Was the previous research (i.e., the review of literature) adequately synthesized? Is a need for the study demonstrated? (b) Methodology – How did the author go about studying this topic? Could you replicate this study? Do you have a sense of the limits regarding generalizability given the sample, procedures, and/or context of the design? (c) Results – What were the findings of the study? What type of data analysis was utilized? (d) Discussion – Do you agree with the author’s conclusions? Are they justified?

Respond to each of these points. Then, in a single paragraph summarize the article much like you might do in a review of literature. See the course calendar for due dates for each article review.

## Assessment

| Assignment                              | Weight |
|---|--------|
| Points for Discussion                   | .10    |
| Exam Questions                          | .05    |
| Research Article Reviews                | .15    |
| RofL Paper and Presentation             | .30    |
| • Topic & Annotated Bibliography (.025) |        |
| • Outline/concept map (.025)            |        |
| • Peer-review draft (.025)              |        |
| • Presentation (.05)                    |        |
| • Final draft (.175)                    |        |
| Test #1                                 | .20    |
| Test #2                                 | .20    |

| Grading Scale   |    | Letter to Numerical Grade Conversion |     |
|---|----|--------------------------------------|-----|
| 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  |
| * Final grades: A (90-100), B (80-89), C (70-79), D (60-69), F (59 and below) |    | F                                    | 55  |

## COURSE CALENDAR

G = Galvan, J. L. (2014). *Writing literature reviews* (6<sup>th</sup> ed.). Glendale, CA: Pyrczak Publishing.

H&S = Hodges, D. A., & Sebald, D. C. (2011). *Music in the human experience*. New York, NY: Routledge. [On reserve in the music library]

LSW = Lehmann, A. C., Sloboda, J. A. & Woody, R. H. (2007). *Psychology for musicians*. New York, NY: Oxford University Press. [On reserve in the music library]

L = Levitin, D. J. (2006). *This is your brain on music: The science of a human obsession*. New York, NY: Penguin Group

O = Access in Canvas

P&M = Parncutt, R. & McPherson, G. E. (2002). *The science and psychology of music performance*. New York, NY: Oxford University Press.

| DATE       | TOPIC  |
|------------|--|
| January 4  | Introduction to the Psychology of Music                                |
| 11         | Where Music and Science Meet; Introduction to Acoustics                |
| 18         | Characteristics of Sound   |
| 25         | The Auditory System  |
| February 1 | <i>Online Class Meeting</i><br><br>Musical Perception; Music Listening |
| 8          | Musical Potential & the Environment                                    |
| 15         | Motivation   |
| 22         | Test #1  |
| March 1    | Music Reading  |
| 8          | Spring Break   |
| 15         | Musical Practice   |
| 22         | Musical Creativity   |
| 29         | Music Performance Anxiety; Musical Expression & Interpretation         |
| April 6    | Music Teaching & Learning  |

|    |                             |
|----|-----------------------------|
| 12 | RofL Paper Presentations    |
| 19 | <i>Online Class Meeting</i> |
| 24 | No Class Meeting            |
| 25 | No Class Meeting            |

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