



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Psychology**

**PSYC-275-001**  
**Music Psychology**  
**Winter 2018**

**COURSE OUTLINE**

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The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/psyc.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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**1. Instructor Information**

|                  |  |              |  |
|------------------|--|--------------|--|
| (a) Instructor   | Randal Tonks                           |              |  |
| (b) Office hours | Tuesdays 15:30-16:30 or by appointment |              |  |
| (c) Location     | E240                                   |              |  |
| (d) Phone        | 250-370-3197                           | Alternative: |  |
| (e) E-mail       | tonks@camosun.bc.ca                    |              |  |
| (f) Website      |  |              |  |

**2. Intended Learning Outcomes**

Upon completion of this course a student will be able to:

1. Define and use music psychology concepts through in-class discussion and written evaluations.
2. Demonstrate the ability to analyze and interpret music using relevant psychological concepts.
3. Demonstrate knowledge and understanding of the processes involved in music skill acquisition using relevant research (e.g., music & brain).
4. Critically apply knowledge of psychological processes involved in musical experience to practical examples.
5. Debate and critique the difficulties inherent in psychological research on music.
6. Present research and musical composition to others.

**3. Required Materials**

**Recommended Text:** Readings will be varied from the following texts:

Levitin, D.J. (2006). This is your Brain on Music. New York: Dutton.

**Optional Texts:**

Levitin, D.J. (2008). The world in six songs. New York: Plume.

Specific chapters and sections taken from among these and other sources are listed on the course syllabus.

Students will also search and report on other readings as part of their course activity.

### **Additional Resources**

Parncutt, R. (2006). The Psychology of Music. [http://www-gewi.uni-](http://www-gewi.uni-graz.at/staff/parncutt/musicpsychology.html)

[graz.at/staff/parncutt/musicpsychology.html](http://www-gewi.uni-graz.at/staff/parncutt/musicpsychology.html). Retrieved May 12, 2009.

Peretz, I & Zatorre, R. (2009). The cognitive neuroscience of music. Don Mills: Oxford University Press.

Ross, A. (2007). The rest is noise: Listening to the twentieth century. New York: Farrar, Straus & Giroux.

Sacks, O. (2007). Musicophilia: Tales of music and the brain. Toronto: Knopf.

## **4. Course Content and Schedule**

This course is a hybrid of both lecture and seminar with an emphasis on seminar and applied activities in psychology and music. There will also be an online component through Desire 2 Learn (D2L).

As a survey course it will begin with an overview and "setting the stage" for students to explore topics of their choice within a range of activities and assignments. As a class we will be exploring a wide variety of topics around music and psychology as seen in the course syllabus. The class will meet weekly for three hours during which we will have a mini-lecture, seminar presentations, as well as listening period. Students will be expected to make significant contributions to the class content and activities, including reviews of research, discussion of theoretical topics. Each class will also include music to share during the listening period as well as discourse on meanings, stories, contexts, and other impressions and interpretations of musical experience.

Students are expected to take responsibility for their own education and do the assigned reading prior to class as the class discussions will be based on the readings. Being prepared for class is important. *Good attendance and participation are necessary for learning and to achieve a passing mark.*

All written assignments should be typed and submitted on time both in-class and on the D2L website. The instructor reserves the right to refuse or penalize late assignments. Please see me before it is due if you have problems.

# **Syllabus of Topics and Readings**

**PSYC-275** **Winter 2018**

| Week | Date     | General Topics          | TIYBOM    |
|------|----------|-------------------------|-----------|
| 1    | Jan 9    | Introduction & Overview | Intro     |
|      | 2 Jan 16 | History & Music Basics  | Chap 1, 2 |

**Section I**

|   |        |  |           |
|---|--------|--|-----------|
| 3 | Jan 23 | Brain, Perception & Emotions                                 | Chap 3 ,6 |
| 4 | Jan 30 | ( cont'n ...)  | Chap 8    |
| 5 | Feb 6  | Ontogeny & Phylogeny<br><i>(development &amp; evolution)</i> | Chap 7    |
| 6 | Feb 13 | <i>(Reading Break - no class)</i>                            |           |

**Section II**

|   |        |                                     |        |
|---|--------|-------------------------------------|--------|
| 7 | Feb 20 | Culture, Communication & Technology | Chap 9 |
| 8 | Feb 27 | (cont'n... )                        |        |
| 9 | Mar 6  | Social Movement & Social Change     |        |

**Section III**

|    |        |                               |  |
|----|--------|-------------------------------|--|
| 10 | Mar 13 | Behaviour & Movement          |  |
| 11 | Mar 20 | Arts, Creativity & Expression |  |
| 12 | Mar 27 | Wellness, Therapy & Healing   |  |

- 13 Apr 3 Review and catch up
- 14 Apr 10 Open Mic and Best of....

**5. Basis of Student Assessment (Weighting)**

**Evaluation:**

|                                     |              |
|-------------------------------------|--------------|
| <b>Mini-presentations (15 each)</b> | 45%<br>(a+b) |
|-------------------------------------|--------------|

|   |      |
|---|------|
| a) Information Sharing (Research & Practice) (3 @ 10)           | 30%  |
| b) Music Contributions (partnered to information shared) (3@ 5) | 15%  |
| Paper / Project   | 25%  |
| Discussions / Participation                                     |      |
| In Class Participation  | 20 % |
| On Line Postings  | 10 % |
| Total   | 100% |

**Information Sharing / Research** portion of the course will occur in each class where students will research specific issues related to the general topics we are covering. For example in the topic of Music and the Brain students will search **PSYC-INFO, EBSCO** or other **Academic data bases** to find research and theory reviews on such issues as: music perception, tonal comparisons, musicophilia and the brain, synesthesia, tone representation in the auditory cortex, etc. Students will be expected to present a research review on each of the three major sections covered in the syllabus.

Each section has two or three topics within it, and as such, students will present on average once every three weeks. Along with each research review, students are also expected to produce a short blurb that can be posted on d2l discussions and possibly as a (1-page max) handout written in APA style for other members of the class.

**Musical Contributions** will also be expected from each student per topic in the course. This will include a piece of music to be played in class that suits the topic covered. For example, in the topic of Music and Therapy, a student will play a piece of music that has some therapeutic merit or contributes to a therapeutic system using music.

These contributions to the class will vary in format, ranging from live performance to you-tube or mp3 clips posted on the D2L Discussion Board.

Together, the Information sharing and musical contributions will be shared with the class as mini-presentations. Each **mini presentation** will be worth a total of 15% (10 for information sharing and 5 for musical contributions). Each student is expected to do three mini-presentations.

### Paper/ Project

Each student will select a topic in the study of music psychology about which they will write a longer **research paper** or *conduct some research*. This will typically be where, using an academic search engine, information will be found and integrated to provide an overview of the selected topic. The topics will vary but will remain within the domain of music psychology as covered by the course. As such student can expand on an topic that they had already done a mini-presentation of Information sharing and provided a

more in-depth account of the topic or some blend of topics. The *standard written paper will be 8 pages typed double spaced and formatted according to APA style*. The bottom line is that the topic must be about *music and psychology* and relate to a topic covered in the course.

An alternative format for the **project** is to *conduct research/ collaborative development/ reflective analysis* around the *performance or experience of music*. For students who select this option, it is expected that they will write a report to accompany their practice project, here the expected length of the report is 4 pages type-double spaced and formatted according to APA style. Students selecting this option often participate in the "show case" finale of the course on the last day, making an performance to the class.

Students will submit a topic **outline by week 5** of the semester in order to ensure clarity and appropriateness of their selected topics.

## Online Discussions and Activities

In supplement to the in-class activities and research sharing there will be continued discussion online through the use of D2L.

Here students will be prompted to continue class discussion online as well as to search for, post, and discuss relevant issues. Occasionally a survey or other forms of assessing psychological experience of music will be done through this tool.

## 6. Grading System

- Standard Grading System (GPA)  
 Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

### ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)

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## 8. College Supports, Services and Policies

### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

## College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

## College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

### 1. Standard Grading System (GPA)

| Percentage | Grade | Description                          | Grade Point Equivalency |
|------------|-------|--------------------------------------|-------------------------|
| 90-100     | A+    |                                      | 9                       |
| 85-89      | A     |                                      | 8                       |
| 80-84      | A-    |                                      | 7                       |
| 77-79      | B+    |                                      | 6                       |
| 73-76      | B     |                                      | 5                       |
| 70-72      | B-    |                                      | 4                       |
| 65-69      | C+    |                                      | 3                       |
| 60-64      | C     |                                      | 2                       |
| 50-59      | D     |                                      | 1                       |
| 0-49       | F     | Minimum level has not been achieved. | 0                       |

### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

| Grade | Description   |
|-------|---|
| COM   | The student has met the goals, criteria, or competencies established for this course, practicum or field placement.   |
| DST   | The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement. |
| NC    | The student has not met the goals, criteria or competencies established for this course, practicum or field placement.  |

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

| Temporary Grade | Description   |
|-----------------|---|
| I               | <i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.   |
| IP              | <i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.   |
| CW              | <i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement. |