



CAMOSUN COLLEGE
School of Arts & Science
Department of Psychology

PSYC-275-001
Music Psychology
Winter 2019

COURSE OUTLINE

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.

1. Instructor Information

(a) Instructor	Randal Tonks
(b) Office hours	Tues 2:30-3:20 / Thursday 1:30-2:20 or by appointment
(c) Location	Ewing 240
(d) Phone	250-370-3197
(e) E-mail	tonks@camosun.bc.ca
(f) Website	Rgtonks.ca

Alternative:

Course Description:

This course provides a survey of the study of music and psychology, including the application of traditional domains of psychology to the study of music and our experience of it. Topics covered will include: Music & the Brain, Perception of Music, Music and Human Development & Learning, Social Facilitation & Control, Culture & Ritual, Behaviour & Movement, Wellness & Therapy.

Prerequisites: Eng 11

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-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

Course Format: 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

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Week Topics	Date	General	TIYBOM
1 Overview	Jan 8	Introduction &	Intro
2 2	Jan 15	History & Music Basics	Chap 1,

Section I

3 ,6	Jan 22	Brain, Perception & Emotions	Chap 3
4 ...)	Jan 29	(<i>cont'n</i>	8
5 7	Feb 5	Ontogeny & Phylogeny (<i>development & evolution</i>)	Chap

Section II

6 9	Feb 12	Culture, Communication & Technology	Chap
7	Feb 19	<i>(Reading Break - no class)</i>	
8	Feb 26	<i>(cont'n...)</i>	
9	Mar 5	Social Movement & Social Change	

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 (2000 words) 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 expect that they will write a report to accompany their practice project, here the expected length of the report is 4 pages (1000 words) 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

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

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

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.

