

# MUSC 210, Understanding the Psychology of Music

University of South Carolina  
School of Music  
Course Syllabus (3 credit hours)

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Office: School of Music 313

Office Hours: By appointment during Winter 2020. I am available to meet you face-to-face starting January 13 in my office or virtually using Blackboard Collaborate (throughout the class)

**Course Delivery:** This course is delivered on Blackboard learning management system with 100% asynchronous course delivery. Students will work at different times from different locations and will not be required to attend any face-to-face or synchronous meetings at the same time.

## CAROLINA CORE COURSE DESIGNATION

GSS – Global Citizenship and Multicultural Understanding, Social Sciences (Foundational-Level Course)

## **COURSE DESCRIPTION**

Various psychological and psychosocial aspects of human musical behavior, including introductory musical acoustics, perception and cognition of music, music and the brain, music processing across world cultures, music and emotions, music and human health, music in social contexts, and principles of experimental design.

Prerequisites: None.

Ability to read music/perform music is *not* required.

## **BROAD GOALS OF THE COURSE**

The broad goals of the course are for students:

- To stimulate thinking about a variety of topics in music psychology and how these topics affect human musical behavior across world cultures and across the lifespan.
- To demonstrate the ability to logically analyze, criticize, and/or choose alternatives consistent with some value orientation.
- To demonstrate the ability to think like a social scientist in the preparation of an experiment focused on some psychological or psychosocial aspect of human musical behavior.

## **COURSE-SPECIFIC LEARNING OUTCOMES**

Upon the successful completion of this course, students will be able to:

- Identify major subdisciplines in the field of music psychology.
- Describe principles of experimental design.
- Define physical properties and perceptual properties of sound.
- Describe how humans acquire music skills from pre-birth through adulthood.
- Discuss how brain-imaging techniques are used to study music behavior.
- Evaluate recent empirical research related to human musical behavior.
- Critique various accounts of music's origins in human evolution.
- Design an experiment focused on some psychological or psychosocial aspect of music behavior.

Note: All learning outcomes in this Distributed Learning course are equivalent to a face-to-face (F2F) version of this course.

## EXPECTATIONS OF THE STUDENT

For optimum success in this online course, students are expected to:

- Engage with course material regularly (several times per week).
- Complete and submit all written assignments ahead of the stated due dates/times. Please note that deadlines are *very firm* in this online course.
- Read often—all required materials.
- Think deeply.
- Keep an open mind!

## REQUIRED TEXT

One textbook is required for this course. Below is the complete citation for this book:

Honing, H. (2009). *Musical cognition: A science of listening*. New Brunswick, NJ: Transaction Publishers. ISBN: 978-1-4128-5292-0

Students will also use the [companion website \(http://musicalcognition.blogspot.com/\)](http://musicalcognition.blogspot.com/) that accompanies this edition of the textbook. This website includes a variety of **sound and video examples**.

Note: All readings/materials comply with copyright/fair use policies.

## OTHER OPTIONAL TEXTS

The texts below are *not required* for this course, but they are recommended for any students who seek additional reading opportunities or those who seek to add books to their personal libraries.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Butler, D. (1992). *The musician's guide to perception and cognition*. New York: Schirmer.

Field, A., & Hole, G. (2003). *How to design and report experiments*. Los Angeles, CA: SAGE.

Huron, D. (2006). *Sweet anticipation: Music and the psychology of expectation*. Cambridge, MA: Bradford Press.

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

Madsen, C. K., & Madsen, C. H. (1997). *Experimental research in music* (3rd ed.). Raleigh, NC: Contemporary Publishing Company.

Margulis, E. H. (2014). *On repeat: How music plays the mind*. Oxford: Oxford University Press.

Martin, D. W. (2008). *Doing psychology experiments* (7th ed.). Belmont, CA: Thomson Higher Education.

North, A., & Hargreaves, D. (2008). *The social and applied psychology of music*. Oxford: Oxford University Press.

Patel, A. D. (2008). *Music, language, and the brain*. New York: Oxford University Press.

Peretz, I., & Zatorre, R. (2003). *The cognitive neuroscience of music*. New York: Oxford University Press.

Radocy, R. E., & Boyle, J. D. (2012). *Psychological foundations of musical behavior* (5th ed.). Springfield, IL: Charles C. Thomas.

Sacks, O. (2008). *Musicophilia: Tales of music and the brain*. New York: Vintage Books.

Tan, S.-L., Pfordresher, P., & Harré, R. (2010). *Psychology of music: From sound to significance*. Hove, East Sussex: Psychology Press.

Wagner, M. J. (2009). *Introductory musical acoustics* (4th ed.). Raleigh, NC: Contemporary Publishing Company.

## GRADING

All submitted material in this course will be graded and scored by the instructor in a timely manner (generally within one week of the stated due date listed on the course schedule). Late assignments submitted within one week of the stated deadline on the course schedule will be given *half credit*; materials submitted more than one week after the stated deadline will be given *no credit*. Incomplete grades will not be given in MUSC 210.

Grades will be assigned based on each student's accumulated point total as noted below.

Module Quizzes (15 @ 10 pts. each)	150
Discussion Boards (15 @ 10 pts. each)	150
Article Reviews (2 @ 20 pts. each)	40
Midterm Exam	60
Final Project: Experiment Proposal	100

TOTAL: 500 possible points

Students' final letter grades will be calculated as point totals (based on the sum of all graded components). Final grades will be assigned based on where each student's point total falls within the ranges below, and quality points will be assigned according to the general marking system as laid out by the University of South Carolina Registrar.

Below is the grading scheme for this course.

A	450–500 points
B+	435–449 points
B-	400–434 points
C+	385–399 points
C	350–384 points ** (see note below regarding audit credit)
D+	335–349 points
D	300–334 points
F	≤ 299 points

Students will be able to view their grades on Blackboard under “**Check Grades**” throughout the term to keep track of their progress.

\*\* Students must achieve a minimum of 350 points to receive audit credit for MUSC 210.

## DESCRIPTION OF COURSE ACTIVITIES & GRADED COMPONENTS

**Module videos.** The course contains 15 instructional modules. Each module will begin with a video presentation by the instructor, and each video will be brief— approximately 15 minutes in length (or less). *Students should watch the module video before beginning work on that module and before reading the assigned reading.* The reason for this suggestion is that the video will orient students to the content for that module, so the reading material will be much more meaningful after observing the instructor's brief videos.

Students should take notes while watching the video (or participate as they would normally do in a face-to-face lecture). These notes will be helpful in completing forthcoming module activities.

**Reading.** Each module will include required reading material from the course textbook or from readings available on Blackboard as PDF downloads. Students are expected to read all required material, and they are also encouraged to read “above and beyond” the required material if time permits. Readings from the course textbook are focused on introducing various aspects of musical behavior (e.g., musical preference) and explaining how these behaviors are made manifest across different cultural contexts and milestones of human development.

Students should use their own personal strategies to make the reading experiences meaningful to them. For example, some students find that keeping a reading journal or collection of outlines helps them retain material throughout the duration of the course and beyond the course. Students should use strategies that are most beneficial to them personally. (Students’ mastery of course content from readings will be assessed and graded via module quizzes, discussion boards, and a midterm exam, which are described below). As noted above, students should view the module videos before reading the assigned material for that module.

**Module quizzes.** Each module will include a quiz to assess students’ mastery of the content for that module. The quiz questions will be drawn from required reading and from the instructor videos. Students are expected to watch the video and read the assigned material completely before taking the module quiz because some of the quiz questions will require students to demonstrate a greater depth of knowledge than simple recall. Module quizzes will include restricted-response questions (e.g., true/false, multiple choice, and matching), and these questions will be drawn randomly from a larger bank of questions. All online quizzes are secured in Blackboard with a password.

Three (3) attempts will be allowed for all quizzes to give students several opportunities for success. *The highest earned grade out of the 3 attempts will be recorded (the one that will “count”),* so there will be no penalty for trying a second or third attempt. Please note that *no attempts will be allowed after the third attempt for any reason (including technological malfunctions).* Although students are allowed to use their notes and reading materials while taking quizzes, all students must complete module quizzes alone.

**Module discussion boards.** Discussion board posts are a *critical* part of this course. Each module will include a discussion board, which will be a forum for students to engage in dialogue with other students and their instructor. A prompt will be provided for each discussion board, which will be based on the content of that particular module (and will sometimes be related to the sound/video examples from the textbook’s companion website or YouTube videos).

Students will provide a thoughtful response to the prompt for each module, and they will also generate a discussion with their colleagues by responding to at least two other students’ posts. The purpose of these discussion boards is to give students an opportunity to engage with their colleagues and instructor while enriching their understanding of each module’s content. Please review the “netiquette guidelines” below. *Any discussion board posts that violate one or more of these netiquette guidelines will be given no credit.* All discussion boards will be graded using the Discussion Board Rubric available under the “Course Documents” link. **Because the focus of these discussion boards is on having students make connections between their own musical lives and those of other cultures, they are designed to align with the Carolina Core GSS Student Achievement 3 requirement.**

**Article reviews.** Students will read two assigned articles from music psychology journals and complete an article review for each. The first article is a music perception study—a topic that is emphasized in the first half of the course. The second article is a social psychology study—a topic that is emphasized in the latter half of the course. The complete citations of the assigned articles are provided below, and the article reviews can be accessed on Blackboard by clicking “Course Modules.” The purpose of these article reviews is to give students an opportunity to evaluate empirical research in the field of music psychology to enrich

their understanding of course content and to assess their understanding of experimental design principles. Students are not expected to understand statistical analyses for this class; an understanding of statistics is not needed to interpret research findings for the purposes of these article review.

Article Review #1:

Juchniewicz, J. (2008). The influence of physical movement on the perception of musical performance. *Psychology of Music*, 36(4), 417–427. doi:10.1177/0305735607086046

Article Review #2:

Ruth, N. (2017). “Heal the world”: A field experiment on the effects of music with prosocial lyrics on prosocial behavior. *Psychology of Music*, 45(2), 298–304. doi:10.1177/0305735616652226

**Midterm exam.** All students will complete a midterm exam to assess their mastery of course content for the first half of the course. For the midterm exam, content from Modules 1-4 and Modules 6-8 will be included. The exam will consist of restricted-response questions (e.g., true/false and multiple choice), and they will be randomly drawn from a larger bank of questions. The online exam is secured in Blackboard with a password. Students should view the Midterm Exam Preparation Document available on Blackboard (click on “Course Documents”) for more details on the format of the exam and specific content for study. For best success, students are encouraged to study for the midterm exam in short intervals throughout each module week-by-week, rather than “cramming” at the last minute. Students will be given one attempt to complete the midterm exam, and it must be completed within 1 hour in a single sitting.

**Final project.** For the final project, students will prepare a formal proposal of an experiment focused on some aspect of music behavior. To accomplish this goal, students will define a problem area for study, research the underlying theoretical framework, and propose an experimental study to examine this problem area. Students are not expected to actually conduct the experiment—only propose it. Thus, they should not collect any human subjects data.

An **Experimental Proposal Template** will be provided as a Microsoft Word document on Blackboard. Students will complete all elements of the experimental proposal in the template (e.g., working title, purpose statement, independent variable(s), dependent variable(s), measurement strategies, review of previous literature, etc.). A **Final Project Guidelines document** is posted on Blackboard under “Course Documents,” which provides detailed instructions and guidelines for this project. A **Final Project Scoring Rubric** is also posted, which will explain exactly how the project will be scored and graded.

## **TECHNOLOGY & TECHNICAL SKILLS REQUIRED**

For this course, students will need regular and consistent access to the following:

- A computer (available in computer labs at various locations on the USC campus)
- Computer speakers or headphones/ear buds for listening to sound examples
- Reliable, high speed Internet
- [MUSC 210 Blackboard course site](https://blackboard.sc.edu/) (https://blackboard.sc.edu/)
- Microsoft Word
- Adobe Acrobat Reader
- USC email account (checked daily)
- Other technology tools as announced throughout the course

Minimal technical skills are needed in this online course. All work must be completed and submitted online. Therefore, students *must* have consistent and reliable access to a computer and the Internet. Before starting this course, students should have the ability to complete the following tasks successfully:

- Check USC email account and Blackboard daily
- Use email and file attachments
- Navigate the MUSC 210 Blackboard site

- Create and save Microsoft Word documents
- Organize and save electronic files (.doc, .docx, or .pdf filetypes)
- Download and upload documents
- Retrieve electronic articles from the [USC Library website](http://library.sc.edu/p/TCL) (<http://library.sc.edu/p/TCL>)

For any questions related to Blackboard, contact University Technology Support (UTS) by calling 803-777-1800 or emailing [helpdesk@sc.edu](mailto:helpdesk@sc.edu). There are UTS professionals available to assist students with Blackboard issues throughout the term. The UTS Service Desk is open Monday through Friday from 8 a.m. to 6 p.m.

## COURSE POLICIES

Several course policies are in place to ensure that all students have a positive experience in the course.

1. **Submission of Assignments.** All graded material must be submitted on the MUSC 210 Blackboard course shell by the dates and times listed on the course schedule. Please do not email assignments to the instructor; only assignments submitted on Blackboard will be graded. All assignments are submitted within the module folder. DO NOT email and attach assignments.
2. **Late work.** Because this is a 3-week online course, it is critical that you keep up with the course and submit all module work by the due dates listed on the course schedule. Note that these deadlines are firm. As noted previously, any late work that is submitted within 24 hours of the stated due date will be given half credit. Note that assignment submission portals will be open for one week beyond the published due date. Once an assignment submission portal closes, it will not be reopened. The final project will **not** be accepted late.
3. **Online Class Behavior, Decorum, & Civility.** Students should actively participate in all discussion boards each week. All discourse on the discussion boards must occur in a context characterized by respect and civility. Any attacks or statements of a personal nature denigrating another individual or group will not be tolerated.

Please observe the following “**Netiquette**” guidelines (etiquette for communicating online) when interacting with students on the discussion board:

- Treat one another with respect. It will be expected that we will not attack one another personally for holding different opinions.
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered “shouting” and is seen as impolite or aggressive.
- Begin emails with a proper salutation. Starting an email without a salutation or a simple “Hey” is not appropriate.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course in the message and sign the email with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable.
- Use good taste when communicating. Profanity should be avoided.
- Re-read, think, and edit your message before you click Send/Submit.

Students who violate any guidelines above for netiquette on the discussion board will be contacted individually by the instructor, and they will be assigned a grade of zero (0) for that discussion board.

4. **“Do Your Own Work” Policy.** Although you are *highly encouraged* to discuss the course material with your classmates, all submitted work must reflect your own work. This means that quizzes,

exams, article reviews, and final projects should be completed alone. Any violations of this policy will be considered cheating (see Academic Integrity policy below for consequences).

5. **“Working Ahead” and Order Policy.** Because this is a 3-week online course with an intense workload, all of the course modules will be open once the course begins. Do be careful to go in order and follow the designed instructional sequence.
6. **“Check In” Meetings with Dr. Schlegel (optional).** There will be several online class meetings this term with Dr. Schlegel, and dates/times for these optional meetings are available on the course schedule. Please note that attendance at these meetings is NOT required. The purpose of these meetings will be (1) to “check in” with the students in the class, (2) to offer an opportunity to answer questions, and (3) to allow for some real-time interaction between the students and instructor. *No instructional content will be presented during these class meetings;* the meetings will simply be an opportunity to ask/answer questions and have a conversation with the instructor and with other classmates. These optional online class meetings will be facilitated with Blackboard Collaborate. No software download will be required. To attend one of these optional meetings, students should do the following:

Click, the Blackboard Collaborate link located in the main Blackboard course menu.

Click on the session link (opens 15 minutes before the meeting)

Click “JOIN SESSION”

Complete the audio and video test settings

Complete the Blackboard Collaborate tutorial (a good idea)

After completing those steps, you will be in the virtual meeting room. Please wear **headphones** or **ear buds** for these online meetings because it will help eliminate audio feedback and extraneous noises!

7. **Academic Integrity, Cheating, & Plagiarism.** Students are expected to follow all academic honesty policies governed by the University of South Carolina. To better understand academic integrity, all students must review the Office of Academic Integrity sanctions, which can be found at the [USC Office of Academic Integrity website](https://www.sa.sc.edu/academicintegrity/) (<https://www.sa.sc.edu/academicintegrity/>)

One or more of the following sanctions may be imposed for academic integrity violations: (1) expulsion from the university, (2) suspension from the university for a period of no less than one semester, and/or (3) probation. A combination of the above sanctions may also be implemented. It should be noted that submitting someone else’s work is considered cheating. Cheating or any other academic integrity violations will result in *failure of the course for all involved parties*. All parties will also be referred to the Office of Academic Integrity for additional retribution. *Remember that the first tenet of the Carolinian Creed is “I will practice personal and academic integrity.”*

8. **Academic Accommodations for Students with Disabilities.** Students with disabilities should contact the Office of Student Disability Services. This office provides assistance with accessibility and other issues to help those with disabilities be more successful. Additionally, students with disabilities should review the information on the Disabilities Services website and communicate with the professor during the first week of class. Below is the contact information for the Office of Disability Services:

1523 Greene Street, LeConte Room 112A Columbia, SC 29208

Phone: (803) 777-6142

Fax: (803) 777-6741

Email: [sads@mailbox.sc.edu](mailto:sads@mailbox.sc.edu) Web: <http://www.sa.sc.edu/sds/>

Other academic support resources may help students be more successful in the course as well, such as the following resources:

[Library Services website](http://www.sc.edu/study/libraries_and_collections) ([http://www.sc.edu/study/libraries\\_and\\_collections](http://www.sc.edu/study/libraries_and_collections))

[Writing Center website](http://www.cas.sc.edu/write) (<http://www.cas.sc.edu/write>)

[Student Technology Resources website](http://www.sc.edu/technology/techstudents.html) (<http://www.sc.edu/technology/techstudents.html>)



**MUSC 210, Understanding the Psychology of Music**  
January 2020 Course Schedule—Dr. Schlegel  
December 30, 2019 – January 19, 2020

**Note:** This schedule is tentative and is subject to change. Any changes to the schedule will be communicated to students by email and on Blackboard. Because this is an online, 3-week course, it is critical that you keep up with all deadlines and do not get behind. You have something to do EVERY day. Note that one module will be opened ahead of schedule, so students have the option of working ahead of schedule by one module. Working ahead is a good idea.

**Optional Online Class Meetings:** Dr. Schlegel will hold several online class meetings throughout the term on the dates/times below. These meetings are **optional**. No instructional content will be introduced. The purpose of these meetings will be (1) to “check in” with everyone, (2) to offer an opportunity to ask/answer questions, and (3) to offer an opportunity to interact with your instructor and classmates. Here are the dates:

- **Monday, December 30<sup>th</sup>, 2019 at 4:00 p.m. EDT**
- **Monday, January 13<sup>th</sup> at 4:00 p.m. EDT**
- **Thursday, January 16<sup>th</sup> at 4:00 p.m. EDT**

\*Note that all assignments are due by 11:59

\*All assignment portals will stay open ONE DAY beyond the published due date. A maximum of half credit can be earned for late assignments.

Readings:

Honing = *Musical cognition: A science of listening* (course textbook)

Bb = Blackboard (reading found in Bb course module)

Assignments:

DB = Discussion Board

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## Week 1 (Monday, December 30<sup>th</sup>, 2019–January 5, 2019)

**\*\*\*Optional Online Class Meeting on Monday, December 30<sup>th</sup> at 4:00 p.m. EDT!** Just click the URL for the virtual meeting room on the Blackboard Announcements page. Enter the room as a guest, and enter your first and last name in the “Name” box. Make sure you have headphones or ear buds if you attend!

**Due Wednesday, January 1st at 11:59 p.m. EDT**

Complete all the activities in the “**Getting Started**” section of the course! Click on the “Getting Started” link on the left side of the Blackboard site. Required activities:

- Read course syllabus and course schedule
- Read and complete all activities in the “Getting Started” section of the course
- Introduce yourself on the Discussion Board

**Due Friday, January 3<sup>th</sup> at 11:59 p.m. EDT**

- Module 1 (“Origins of Music”) – complete and submit all activities in this module

**Due Saturday, January 4<sup>th</sup> at 11:59 p.m. EDT**

- Module 2 (“Musicianship & Being Musical”) – complete and submit all activities in this module

**Due Sunday, January 5<sup>th</sup> at 11:59 p.m. EDT**

- Module 3 (“Introduction to Musical Acoustics”) – complete and submit all activities in this module

**Week 2 (January 6–January 12, 2019)**

**Due Monday, January 6<sup>th</sup> at 11:59 p.m. EDT**

- Module 4 (“Principles of Experimental Design I”) – complete and submit all activities in this module

**Due Tuesday, January 7<sup>th</sup> at 11:59 p.m. EDT**

- Module 5 (“Principles of Experimental Design II”) – complete and submit all activities in this module

**Due Wednesday, January 8<sup>th</sup> at 11:59 p.m. EDT**

- Module 6 (“Music & Language”) – complete and submit all activities in this module

**Due Thursday, January 9<sup>th</sup> at 11:59 p.m. EDT**

- Module 7 (“Music as Cognition”) – complete and submit all activities in this module
- **Article Review #1 due**

**Due Friday, January 10<sup>th</sup> at 11:59 p.m. EDT**

- Module 8 (“Musical Talent & Deficits in Musicianship”) – complete and submit all activities in this module

**Due Saturday, January 11<sup>th</sup> at 11:59 p.m. EDT**

- **MIDTERM EXAM** (on topics covered in Modules 1-4 and Modules 6-8) – see [Midterm Preparation Document](#) for a description of the format of the exam and a list of study suggestions (available on Blackboard under the “Course Documents” link)

**Due Sunday, January 12<sup>th</sup> at 11:59 p.m. EDT**

- Module 9 (“Perception of Rhythm & Beat”) – complete and submit all activities in this module

**Week 3 (January 13–January 19, 2019)**

**\*\*\*Optional Online Class Meeting on Monday, January 13<sup>th</sup> at 4:00 p.m. EDT!** Just click the URL for the virtual meeting room on the Blackboard Announcements page. Enter the room as a [guest](#), and enter your [first and last name](#) in the “Name” box. Make sure you have [headphones](#) or [ear buds](#) if you attend!

**Due Monday, January 13<sup>th</sup> at 11:59 p.m. EDT**

- Module 10 (“Perception of Pitch & Melody”) – complete and submit all activities in this module

**Due Tuesday, January 14<sup>th</sup> at 11:59 p.m. EDT**

- Module 11 (“Musical Preferences”) – complete and submit all activities in this module

**Due Wednesday, January 15<sup>th</sup> at 11:59 p.m. EDT**

- Module 12 (“The Musical Listener”) – complete and submit all activities in this module

**\*\*\*Optional Online Class Meeting on Thursday, January 16<sup>th</sup> at 4:00 p.m. EDT!** Just click the URL for

the virtual meeting room on the Blackboard Announcements page. Enter the room as a guest, and enter your first and last name in the “Name” box. Make sure you have headphones or ear buds if you attend!

**Due Thursday, January 16<sup>th</sup> at 11:59 p.m. EDT**

- Module 13 (“Music & Human Health”) – complete and submit all activities in this module

**Due Friday, January 17<sup>th</sup> at 11:59 p.m. EDT**

- Module 14 (“Music in Social Contexts I”) – complete and submit all activities in this module
- **Article Review #2 due**

**Due Saturday, January 18<sup>th</sup> at 11:59 p.m. EDT**

- Module 15 (“Music in Social Contexts II”) – complete and submit all activities in this module

**Due Sunday January 19<sup>th</sup> at 11:59 p.m. EDT:**

- Respond to at least 2 of your colleagues’ posts on the Module 15 discussion board
- **Final Project** due on Blackboard by **Sunday, January 19<sup>th</sup> 11:59 p.m. EDT**

Woe to those who procrastinate—late projects will not be accepted! ☺