Spring 1-31-2016

MUSE 521.50: Psychology of Music

Lori F. Gray
University of Montana - Missoula, lori.gray@umontana.edu

Let us know how access to this document benefits you.
Follow this and additional works at: https://scholarworks.umt.edu/syllabi

Recommended Citation
https://scholarworks.umt.edu/syllabi/8707

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
Instructor:
Dr. Lori Gray
Office: 204B (Music Building)
Email: lori.gray@umontana.edu
Office hours: By appointment

Course Times:
Keep up with weekly assignments and submit two weekly posts to the forum (all work is due by 11:59 p.m. MST each Sunday). Final day of class is Friday, May 6th 2016.

Text: None required. All readings will be posted on the Moodle shell for this course.

Moodle: I will be placing all information, readings, and assignments on Moodle. Class discussions will also take place in forums on the class Moodle shell. You may also view your grades on the class Moodle shell. Access this course’s Moodle site through UMOnline and you will find a link to MUSE 521.

Submitting Assignments: You will upload all of the assignments on the Moodle site in the “Upload Area” designated for each week. When uploading a file to the Moodle “Upload Area,” name the file with your last name and the assignment title (Example: JohnsonPsychologyNotes1.doc).

Assignments: All assignments for each week are due by 11:59 p.m. SMT on Sunday of the week listed. Work turned in less than a week late from the original due date will be lowered a full grade (from an A to a B, etc.). Work will not be accepted if it is more than a week late. I will deal with emergencies on an individual basis if the student has contacted me and notified me of the emergency in a timely manner.

Weekly Forums: Because this is an online course, forum discussions are how we will conduct class conversations. You are required to submit two forum posts for each week (responding in-depth to someone’s post, or posting a new comment both count toward your two weekly posts). All entries for the week are due by 11:59 p.m. SMT on Sunday of the week listed. Please aim to submit a post to the forum at the beginning of the week and the second post in the middle of the week. Late entries will not be counted for a
grade, but the conversations may continue beyond the week due for your own gratification. I will also submit questions to forums from time to time. You may answer my question, submit your own with comments, or respond to a classmate’s comment. Entries must be well thought-out and at least a paragraph in length. *Be considerate and respectful of others when responding to classmates’ posts. The forums will start the second week of class and will continue through the final week (for a total of 28 required posts). 28 posts = A, 24 posts = B, 20 posts = C, 16 posts = D, 12 posts = F

Course Policies:
- All forum entries for each week are due by 11:59 p.m. SMT on Sunday of the week listed.
- All assignments, unless otherwise noted, are due by 11:59 p.m. SMT on Sunday of the week listed.
- All assignments must be uploaded in the designated “upload area” for each week.
- Assignments must be labeled with your last name and the assignment name (for example: JohnsonReactionPaper1.doc).
- Assignments may be saved in .doc, .docx, .pages, .rtf, .pdf
- Work turned in less than a week after the due date will be lowered a full grade (from an A to a B, etc.). Work turned in more than a week late will not be graded. I will deal with emergencies on an individual basis.
- Spring Break will be observed Monday April 4th-Friday April 8th, 2016. Work will not be assigned for that week. Students are expected to keep up with work every week regardless of differing school breaks.

Course Design and Standards Addressed:
The scope and sequence of this course were designed utilizing The ISTE National Educational Technology Standards for Students, The International Reading Association Standards, and The University of Montana’s Conceptual Framework for The University Professional Education Programs. The conceptual framework, developed for the initial professional education programs (BME, Music Education), is also well suited as a framework for advanced programs (MM, Music Education).

ISTE National Educational Technology Standards for Students:
1) Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2) Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3) Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
4) Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5) Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6) Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.

International Reading Association Standards:

1) Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

2) Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

3) Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

4) Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

5) Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

6) Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

UM Conceptual Framework -- Our learning community is characterized by the following elements:

- **Integration of Ideas**
  Members of a learning community look beyond the traditionally subject-oriented curriculum and think about the interrelationships among and between subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and bringing differing kinds of knowledge to bear on dealing with actual problems.

- **Cooperative Endeavors**
  In a learning community knowing and learning are viewed as communal acts, and members are encouraged to assist each other to learn and grow. There is a commitment to engage all learners cognitively and emotionally in acquiring knowledge that is personally meaningful. In the process members create a cohesiveness that encourages personal responsibility and commitment to the group and its goals.

- **Respect for Diversity and Individual Worth**
  A learning community embraces diversity with respect to ideas, abilities, viewpoints, experiences, learning styles, and cultural backgrounds. Diversity is valued because of the inherent worth of each individual who brings his or her strengths to the community. The ethics of caring and mutual respect are viewed as
essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

**Course Description:**
In this course, we will explore psychology of music by considering social, developmental, and cognitive psychology. This course is designed for participants to examine psychology of music research and literature and then reflect upon how the knowledge gained may inform our approaches to various music jobs, specifically music education. Topics covered will include responses to music, identities in music, behaviorist psychology, cognitive/developmental psychology, and musical preferences.

**Course Objectives:**

- To understand the development of psychology of music through history
- To understand how psychology of music relates to music jobs, specifically music education positions
- To become aware of the philosophical, pedagogical, and psychological foundations of music instruction
- To read, analyze, reflect upon, and respond to psychology of music and psychology literature
- To take the topics from this course and consider how they may inform a music job and inform an individual’s approach to a music job

**Academic Policies:**

- Please see the academic policies section of the course catalog for add/drop deadlines [http://www.umt.edu/catalog/acad/acadpolicy/default.html](http://www.umt.edu/catalog/acad/acadpolicy/default.html)

- Academic Misconduct and the Student Conduct Code: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review on the UM website. Plagiarism, cheating, and any other form of academic dishonesty are against school rules and will be reported.

- Talking about non-related material in the forums will not be permitted. Please keep your comments focused for the weekly forums.

- To request academic accommodations due to a disability, please contact the Disability Services for Students office. [http://life.umt.edu/dss/](http://life.umt.edu/dss/) (406-243-2243). **Within the first week of class, please provide me with a copy of the letter you receive from the DSS office that states that you have a disability that requires academic accommodations, so we can discuss the accommodations that you might need in this class.**
• If you have a question about a grade you have received in this course, please email me and we can discuss your grade through email or on the phone.

**Grading Procedure:** Work will be graded on a point system that will be translated into a percentage at the end of the term. The total number of points that you can receive is 1,000.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum Entries</td>
<td>30%</td>
<td>(300)</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>30%</td>
<td>(300)</td>
</tr>
<tr>
<td>Dilemma/Synthesis Paper</td>
<td>10%</td>
<td>(100)</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
<td>(100)</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20%</td>
<td>(200)</td>
</tr>
</tbody>
</table>

**Grading Scale:**

- A  94-100%
- A- 90-93%
- B+ 87-89%
- B  83-86%
- B- 80-82%
- C+ 77-79%
- C  73-76%
- C- 70-72%
- D+ 67-69%
- D  63-66%
- D- 60-62%
- F  0-59%

• Work turned in less than a week late from the original due date will be lowered a full grade (from an A to a B, etc.). **Work will not be accepted if it is more than a week late.** I will deal with emergencies on an individual basis if the student has contacted me and notified me of the emergency in a timely manner.

• Use a computer/word processor for all written assignments.

**Written Assignments:** You will be asked to analyze articles and reflect upon the issues as they relate to your music job. Your responses to articles will be designated as either an informal response uploaded to Moodle or a more formal paper uploaded to Moodle. Directions will be given for each weekly assignment.

**Final Paper:** Directions for the final paper will be on Moodle. The final paper is due Friday, May 6th, 2016.

**Final Exam:** The final paper is in place of a final exam. There is not a final exam for this course.