

COURSE SYLLABUS



COURSE TITLE: PSYC-275: Music Psychology

CLASS SECTION: 001

TERM: Winter 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): Face to face in person

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Dr. Randal Tonks

EMAIL: tonks@camosun.ca

OFFICE: Ewing 240

HOURS: Mon 14:00-14:50

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Students will receive an overview of music psychology through the application of traditional domains of psychology to the study and experience of music. Students will learn about music and the brain, perception of music, development and learning, social facilitation and control, culture and ritual, behaviour and movement, wellness and therapy.

PREREQUISITE(S):

One of:

- C in English 12
- C in Camosun Alternative

CO-REQUISITE(S):

Not applicable

EXCLUSION(S):

Not applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course students 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.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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 twice weekly for one and a half 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.

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

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

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

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

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1 Jan 8 & 10	Introduction & Course Overview	
Week 2 Jan 15 & 17	Your Favourite Songs	
Week 3 Jan 22 & 24	History & Music Basics	
Week 4 Jan 29 & 31	Brain & Perception	
Week 5 Feb 5 & 7	Emotions	
Week 6 Feb 12 & 14	Development & Evolution	
Week 7 Feb 19 & 21	Reading Break	
Week 8 Feb 26 & 28	Culture & Communication	
Week 9 Mar 4 & 6	Technology	
Week 10 Mar 11 & 13	Social Movements & Social Change	
Week 11 Mar 18 & 20	Behaviour & Movement	
Week 12 Mar 26 & 28	Arts, Creativity & Expression	
Week 13 Apr 1 & 3	Wellness, Therapy & Healing	
Week 14 Apr 8 & 10	Finale / Review / open Mic	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Mini Presentations (Three – each for 15%)	45%

DESCRIPTION	WEIGHTING
Information Sharing & Musical Contributions	
Online Postings	5%
Research Paper / Project	20%
Music Journal	15%
In Class Participation	15%
	TOTAL
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Mini Presentations:

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 several 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 "presentation" for other members of the class.

Normally these would be presented live in class, however, in our online format they will need to be posted as Powerpoint slides to the appropriate discussion topic for discussion and sharing, as well to the assignment drop box for grading.

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 (posted to discussions) that suits the topic covered. For example, in the topic of Music and Therapy, a student will post a piece of music that has some therapeutic merit or contributes to a therapeutic system using music.

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% . Each student is expected to do three mini-presentations, one in each of the main sections of the course.

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 music performance or experience. 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 will 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.

Class Participation / Discussions

For each week of the semester students are expected to participate in class activities. This will involve asking questions and commenting on the mini-presentations of other students.

Music Journal

Students are expected to create a music journal in which they will record their reflections on music in their everyday lives. Here, much like a traveler's journal; as we go through our daily lives we are exposed to interesting things that we want to not and write some reflections upon, students will be *expect to record their thoughts about music they hear or are thinking about, as well as consideration of the psychological processes associated with musical experience.*

Whether it is viewing the statue David for the first time or listening to John Coltrane we each will have some type of reaction that can be recorded and reflected upon along with the topics we will cover in the course.

Students are expected to write at least one entry per week of the semester for 15% of their grade.

SCHOOL OR DEPARTMENTAL INFORMATION

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](http://camosun.ca/services/accessible-learning/) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized

Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.