



HURON UNIVERSITY COLLEGE
LONDON, CANADA
Department of Psychology
2020-2021

Psychology 3760G
Special Topics in Psychology
Music Cognition

1.0 BASIC COURSE INFORMATION

<u>INSTRUCTOR:</u>	Dr. Stephen Van Hedger
<u>EMAIL:</u>	svanhedg@uwo.ca
<u>VIRTUAL OFFICE HOURS:</u>	Thursdays 10:00 – 11:00am ET or by appointment
<u>CLASS TIME / LOCATION:</u>	MW 1:30 - 3:30pm ET, via Zoom
<u>DETAILS:</u>	4 lecture hours, 0.5 course
<u>ANTIREQUISITE(S):</u>	None
<u>PREREQUISITE(S):</u>	Registration in third- or fourth-year Honours Specialization in Psychology or permission of the department

2.0 COURSE DESCRIPTION

Music, like language, is a universal phenomenon, found in every known culture. Yet, the scientific study of music is still in its infancy. While some prominent cognitive scientists have dismissed music as epiphenomenal, having no real consequence for how the human mind has evolved, this does not mean that music – as a complex, naturalistic system – cannot teach us about fundamental aspects of cognition. Indeed, recent research in the field of music psychology has contributed to our basic understanding of how we perceive and understand the world, informing broad topics such as skill acquisition, learning, memory, emotion, and experience-dependent plasticity (to name a few). Throughout this course, we will examine how the scientific study of the musical mind is important for understanding fundamental psychological processes.

3.0 COURSE LEARNING OBJECTIVES

By the end of the course students should:

- Develop an appreciation of both empirical and theoretical work in music cognition
- Situate any weekly topic in a larger psychological context, as well as understand the extent to which music offers a unique window into understanding a specific psychological construct
- Refine critical thinking skills and evaluation of psychological experiments, arguments, and practices

4.0 DESCRIPTION OF CLASS METHODS

The course will use a combination of synchronous (live) and asynchronous (pre-recorded) methods.

Content will be divided into **four modules**, with each module covering three weeks of the semester. For each module, I will upload 2-4 short (< 30 minute) video lectures to provide you with some background and context to help you get the most out of each module. These videos will be uploaded the Friday before each Module begins. *This component of the course is asynchronous; you may watch these videos at your convenience.* However, I encourage you to watch the videos at the beginning of each module to get the most out of the course.

Every Wednesday we will meet during our scheduled class time (1:30 – 3:30pm) via Zoom. *These synchronous meetings are important for critically engaging with the readings and topics for that week.* It is important that you come to these meetings prepared (having completed the readings and generated comments/questions to pose to the group). Everyone will be responsible once during the semester for leading this weekly discussion section, which entails preparing extra discussion questions and facilitating the class discussion. We will assign weekly discussion leaders during our first synchronous meeting on Wednesday, January 13th, 2021.

4.5 EXPERIENTIAL LEARNING

In addition to the asynchronous video recordings and synchronous discussions of course materials, you will have the opportunity get a first-hand feel for conducting music cognition research. Specifically, you will work in small groups (4-6 people per group) to generate a pilot research project grounded in music cognition. *This pilot research project will form the foundation for your midterm paper and your final project.*

In Week 1, you will be assigned to a group based on your reported interests within music cognition. Beginning in Week 2, you will begin meeting with your group members to generate a “small-scope” research question that can be implemented as a short, online experiment. In Weeks 3-4, you will meet with Dr. Van Hedger to discuss and finalize the study design. Throughout the course, you will continue to meet as a group to work through the logistics of completing the project.

There are two assessments associated with this experiential learning component of the course. The first is the midterm paper, which will be an APA-style research proposal. The second will be your final project, which consists of a research poster and a short reflection. More details about these assignments are provided in Sect. 6.3 and 6.4.

5.0 TEXTBOOKS AND OTHER REQUIRED RESOURCES

Tan, S.L., Pfordresher, P., & Harré, R. (2018). *Psychology of music: From sound to significance* (2nd Ed.) Routledge. ISBN-10:1138124680

This handbook is required. It is available for purchase at the Book Store at Western. It is also readily available online (e.g., through Amazon).

6.0 METHOD OF EVALUATION/ASSESSMENT

There are four kinds of assessments for this course. Each is described in detail below.

6.1 Module Quizzes (20%)

At the end of each module, you will complete a short quiz on the course OWL site. Quizzes will consist of multiple choice and short answer questions. The quizzes are meant to assess your basic understanding of the course materials. The quiz for each module will open on the final week of the module (e.g., at the beginning of Week 3 for Module 1) and will stay open for the remainder of the semester. **You must complete all Quizzes by April 10th.** Each quiz is worth 5% of your mark (20% in total).

6.2 Participation and Leading a Discussion (30%)

Active participation in the weekly discussions is a critical part of successfully completing this course. You are expected to come to each discussion prepared to critically engage with the readings. This does *not* mean that you must feel like you perfectly understand everything prior to our discussion. Oftentimes, fruitful discussions can stem from clarifying questions about terms and methodological approaches. However, you must be willing to engage with your instructor and fellow students – everyone will get more out of the course if you do so. General participation in discussion sections is worth 25% of your final mark.

You will also serve as a *discussion leader* for one of the weekly discussion sections. You will be responsible for preparing extra questions and facilitating the conversation about the readings. We will determine the discussion leader schedule during our first synchronous class (Wednesday, January 13th). Your performance as a discussion leader is worth 5% of your final mark.

6.3 Midterm Paper (20%)

The midterm paper is an APA-style research proposal, outlining the (1) background literature, (2) proposed methodology, (3) hypothesized results, and (4) implications of your group research project (see Sect. 4.5). Even though everyone in your group will be writing about the same project, this is an individual assignment. As an APA report, it will consist of an Introduction, Method, Results, and Discussion. The Introduction will provide a rationale for the proposed study, clearly identifying how the study fits with prior theoretical and empirical work. The Method will outline the details of your planned study, including anticipated participants, materials, and procedure. The Results section will include hypothesized results. The Discussion section will provide an interpretation of the hypothesized results. It will be due halfway through the course (at the end of Week 7) and will be worth 20% of your final mark.

6.4 Final Project (30%)

The final project, which will be due during the final exam period, consists of two components.

The **first** component is a scientific poster summarizing your group research project. Similar to the midterm paper, this is an individual assignment; everyone will be responsible for creating their own poster. Sample scientific posters will be posted to the OWL site for reference. You will also be required to give a “poster talk” (a brief oral summary that walks someone through your

research projects). This poster talk can be pre-recorded or delivered live. The poster and poster talk will be worth 20%.

The **second** component is a “revised” midterm paper. Specifically, you will comment and reflect on your midterm paper with the experience of having completed the research project. Were there research papers you wish you had cited in your Introduction? Were there aspects of the Methods that you decided to change as a group (and if so, why)? How did your observed results differ from your predicted results? Finally, did your interpretation of the implications of the project change? *Note: The “revised” midterm paper is not meant to be a clean, final APA-style research report. The purpose is for you to reflect on your writing and your approach to the project, highlighting places where your thinking has evolved.* The revised midterm will be worth 10%.

6.5 ASSESMENT SUMMARY AND GRADE EXPECTATIONS

The final breakdown of your course grade is as follows:

Assignment	Percentage of Final Grade
Module Quizzes (x4)	20%
Participation / Leading Discussion	30%
Midterm Paper	20%
Final Project (Poster and Paper)	30%

Students at Huron University College should consider a grade in the range from 75-79 to be evidence of satisfactory performance in a 3000-level Psychology course. Grades in the A (80-90%) range will only be awarded for performance that is demonstrably superior to the third or fourth-year standard associated with the Major or Minor modules. A grade of A+ (90-100%) will only be awarded rarely and only for work that is exceptional.

8.0 TENTATIVE SCHEDULE OF CLASSES

DATE	TOPIC	READINGS*	ASSESSMENTS
Module 1: Foundations			
Week 1 (Jan 11)	Introduction	PoM Ch.1	Welcome Survey
Week 2 (Jan 18)	Auditory Perception	PoM Ch.3	
Week 3 (Jan 25)	Music-Language Links	PoM Ch.4	Module 1 Quiz
Module 2: Perception and Cognition			
Week 4 (Feb 1)	Musical Pitch and Melody	PoM Ch.5	
Week 5 (Feb 8)	Musical Timing	PoM Ch.6	
Week 6 (Feb 15)	Spring Reading Week	NA	NA
Week 7 (Feb 22)	Musical Structures	PoM Ch.7	Module 2 Quiz Midterm Paper

DATE	TOPIC	READINGS*	ASSESSMENTS
Module 3: Musical Development			
Week 8 (Mar 1)	Infant Development	PoM Ch.8	
Week 9 (Mar 8)	Childhood Development	PoM Ch.9	
Week 10 (Mar 15)	Practice and Expertise	PoM Ch.10	Module 3 Quiz
Module 4: Musical Meaning			
Week 11 (Mar 22)	Meaning and Music	PoM Ch.13	
Week 12 (Mar 29)	Emotion and Music	PoM Ch.14	
Week 13 (Apr 5)	Culture and Music	PoM Ch. 15	Module 4 Quiz
Exam Period	NA	NA	Final Project

**Note: You will also be responsible for reading 1-2 empirical papers relevant to the course topics each week. These papers will be uploaded to the OWL site under the appropriate module. PoM = Psychology of Music Handbook*

9.0 STANDARD FASS APPENDIX



Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such

registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

While in the physical classroom or online classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: enter and leave quietly. Please see the Code of Student Conduct at: www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/academic-advising> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Please see the policy on Attendance Regulations for Examinations here: https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Academic Student Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at hurousss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/academic-advising> .

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/contact-directory> .

Copyright Regarding Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars, it is also an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to

challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction, to failure in the course, to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).

Computer-Marked Tests/Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Clickers

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Accommodation for Students With Disabilities

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Please review the full policy at, https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a Student Medical Certificate (SMC), signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their

Faculty of registration no later than two business days after the date specified for resuming responsibilities.

- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf .

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .**

University Senate policy, which can be found at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf , requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf .

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

- (b) **Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) Non-Medical Grounds: Consult Huron Support Services/ Academic Advising

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed Accommodation Request Form. Late penalties may apply at the discretion of the instructor.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, www.uwo.ca/uwocom/mentalhealth/.

Important Dates & Directory

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:** <https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>

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