

## AUBURN UNIVERSITY COURSE SYLLABUS

**Course Number:** CTMU 7970-7976 Special Topics: Psychology of Music  
**Course Title:** Psychology of Music  
**Credit Hours:** 3 semester hours  
**Prerequisites:** Admission to Graduate School  
**Corequisites:** None  
**Date Syllabus Prepared:** Updated May 2015  
**Instructor:** Dr. Jane M. Kuehne – kuehnjm@auburn.edu  
334-844-6852 (office) – 334-332-7228 (cell/text)

### Required Texts

1. Lehmann, A.C., Sloboda, J.A., & Woody, R.A. (2007). *Psychology for Musicians: Understand and Acquiring the Skills*. New York: Oxford University Press.  
[AMAZON LINK](#)
2. Sacks, O. (2008). *Musicophilia: Revised and Expanded*. New York: Vintage Books, A Division of Random House, Inc.  
[AMAZON LINK](#)

### Required Equipment/Resources

1. Decibel Meter (or Smart Phone or Computer application)
  - a. I use a physical dB meter that I purchased at Radio Shack (years ago), but ALSO have two apps that works for basic needs.
  - b. I use an iPhone, so a couple that work are: dB Meter Pro (Aexol) and SPL Meter (Andrew Smith).
  - c. You can find them in hardware stores (often called “sound level meters”) or you can look on Amazon (or other web merchant). Here is a [link to one on Amazon](#) that won’t break the bank.

### Course Description

Exploration of the musical experience from psychological, psychoacoustic, biological, perceptual, and emotional, perspectives. Explore the musical brain, music learning, and music from an anthropological and sociological perspective.

### Justification for Graduate Credit

This course is designed for certified music teachers to explore music and the musical experience from a psychological, psychoacoustic, biological, perceptual, and emotional, perspective. In addition, the course will explore the musical brain, music learning, and music from an anthropological and sociological perspective.

### Course Objectives

1. Students will be able to list and/or describe (*Psychology for Musicians* text as resource)
  - a. varying levels of musical proficiency (beginner to advanced), ways mental representations in terms of music pedagogues and musicians (Chapter 1)
  - b. human musical capacities – natural and trained, talent and musical achievement, and research-based musical development in 0-8 (ages) children (Chapter 2)
  - c. intrinsic and extrinsic motivation in musical lives, and research on motivation and musicians’ expectancies and goals (Chapter 3)
  - d. practice processes, micro and macro perspectives (Chapter 4)

- e. psychological concepts of expression, verbalization of “expression,” and research on expressive abilities (Chapter 5)
  - f. information processing in varying levels of musicians, memory and reading music (Chapter 6)
  - g. composition and improvisation and problems associated with these, professionals and beginners (Chapter 7)
  - h. aspects of and research on performance anxiety (Chapter 8)
  - i. psychological concepts for performers, teachers, listeners, and music users (Chapters 9, 10, 11, 12)
2. Students will experientially explore sound levels in variety of musical settings and describe situational health risks of exposure to high levels of sound in the classroom and other settings. (*dB Meter Project and background*)
  3. Students will individually explore and report upon specific content areas associated with psychology of music, music therapy, and/or special education in music (Research Report)
  4. Students will individual explore and report upon areas in *Musicophilia* (various topics from chapters 1 – 29). (Chapter presentation and background)

### Grading System

A = 90-100    B = 80-89    C = 70-79    D = 60-69    F = below 60

### Course Content and Schedule

Week	Topics
Week 1	Introduction, <i>Psychology for Musicians</i> Preface, Chapters 1 – 2 (Preface, Science and Musical Skills, Development), <i>Musicophilia</i> , <i>Selected Chapter(s)</i>
Week 2	<i>Psychology for Musicians</i> Chapters 3 – 4 (Motivation, Practice) <i>Musicophilia</i> , <i>Selected Chapter(s)</i>
Week 3-4	<i>Psychology for Musicians</i> Chapters 5 – 6 , (Expression and Interpretation, Reading or Listening and Remembering), <i>Musicophilia</i> Part III Memory, Movement, and Music – Selected Chapters
Week 5	Midterm Exam / Midterm Seminars, <i>Musicophilia</i> , <i>Selected Chapter(s)</i>
Week 6	<i>Psychology for Musicians</i> Chapters 7 – 8 (Composition and Improvisation, Managing Performance Anxiety), <i>Musicophilia</i> , <i>Selected Chapter(s)</i>
Week 7	<i>Psychology for Musicians</i> Chapters 9 – 10 (The Performer, The Teacher) <i>Musicophilia</i> , <i>Selected Chapter(s)</i>
Week 8	<i>Psychology for Musicians</i> Chapters 11 – 12 (The Listener, The User) <i>Musicophilia</i> , <i>Selected Chapter(s)</i>
Week 9	<i>Musicophilia</i> selected chapters Presentations
Week 10	<i>Topic Project Presentations</i> , <i>dB Meter Presentations</i> , Final Exam

### Course Requirements/Evaluation

Item	Points
attendance, complete assigned readings, and active participation in class discussions and activities (discussion board, in class interaction, distance education notes if needed)	10 points
midterm exam	20 points
final exam	20 points
dB Meter Project	15 points
<i>Musicophilia</i> Presentation	15 points
topic paper and presentation	20 points
TOTAL	100 points

## Assignment Information

1. Attendance, class participation (discussions), online discussions, etc.
  - a. During class, you are expected to answer questions and discuss through live classroom (both text and voice chat), and complete assigned electronic (Canvas) discussions
2. Research Report and 20-25 Minute Presentation on chosen research review topic
  - a. Write a research paper on your chosen topic (see topics on Canvas). Use at least 11 sources. Most of these should be “reputable” sources – i.e. NOT Wikipedia-type sources. Your textbook may be one source if your topic is included.
  - b. Create an informative handout (or you can choose to do a PowerPoint with the same information on it) for your classmates to follow as you present.
  - c. Create 6 test questions and make sure you cover that information in your presentation. At least THREE of these questions should be “essay-type” questions. Submit your questions to Dr. Kuehne and include what you consider to be acceptable answers.
3. *Musicophilia* chapter presentation(s)
  - a. Choose a chapter that interests you and present to the class.
  - b. Look for additional information about the topic from your chosen chapter to provide additional background.
  - c. Create a one-pager written summary handout (can be front and back, or just front), and presentation outline (or PowerPoint in place of outline).
4. Decibel Meter Measurements and Analysis
  - a. Create a time sample recording sheet (explained in class) to measure at least a 15-minute time period in three different settings. The settings should VARY.
  - b. Using your time sample sheet and a time sample recording (explained in class) measure the sound levels using your decibel (sound level) meter in *3 different musical settings* (you can do this during ensemble on campus, or in a variety of settings like church music ensembles, school, amusement park shows, etc.).
  - c. Write a report of the results. Include your original completed time sample sheets (3) and an analysis of results.
    - i. Describe each setting you measured.
    - ii. Consider what you have learned about the hearing process. What are the implications, if any, for the prospective participants in each setting?
    - iii. Compare the settings you measured (compare each place).
5. Midterm Exam
  - a. Take home exam based on content from weeks 1-4/5.
  - b. You will have one week to complete.
6. Final Exam
  - a. Take home exam based on content from weeks 4/5 – 10, research review presentations, *Musicophilia* presentations
  - b. You will need to complete this written exam during the final exam period.

## Class Policy Statements

Please also see [http://www.auburn.edu/student\\_info/student\\_policies/](http://www.auburn.edu/student_info/student_policies/)

- A. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
- B. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused

absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

- C. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
- D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
- E. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
- F. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
- G. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are: (1) Engage in responsible and ethical professional practices; (2) Contribute to collaborative learning communities; (3) Demonstrate a commitment to diversity; and (4) Model and nurture intellectual vitality.
- H. The instructor reserves the right to modify this syllabus to best fit the needs of the students.