

MEMT 455: Psychology of Music  
F14 Course Schedule

**R** = Reading

**A** = Assignment Given

**C** = In-Class Activity

**DUE** = Assignment Due

**HS** = Hodges and Sebald's *Music in the Human Experience*

**JC** = John Creswell's *Research Design*

**APA** = American Psychological Association's *Publication Manual* (6<sup>th</sup> ed.)

Date	Topic	Readings & Assignments
08/25	Syllabus, Assignment Discussion, Overview	<b>C:</b> Discussion of syllabus, assignments, course overview, technology <b>A:</b> Topic of Interest Paragraph (Bring typed copy to class); Introductions
<b>Module 1:</b>		<b>Introduction to Psychology of Music</b>
08/27	Introduction to Music Psychology	<b>R:</b> HS Chapter 1 – What is Music Psychology? <a href="http://www.youtube.com/watch?v=SePL2w5f6dE">http://www.youtube.com/watch?v=SePL2w5f6dE</a> <b>R:</b> APA Chapter 1 – Writing for the Behavioral and Social Sciences <b>DUE: Topic of Interest Paragraph</b> (Bring typed copy to class) <b>C:</b> <i>Music Psychology and Topic of Interest; Discussion and Dyads</i> <b>A:</b> Bring to class a piece of your favorite music that follows the Golden Mean, and one that does not; bring a mobile device to class for Poll Everywhere.
08/29	Philosophical Issues	<b>R:</b> HS Chapter 2 – Philosophical Issues in Music Psychology <a href="http://www.youtube.com/watch?v=uv7rpcU29Nk">http://www.youtube.com/watch?v=uv7rpcU29Nk</a> <b>DUE: Bb HS Chapters 1 &amp; 2 Quiz</b> <b>C:</b> <i>Poll Anywhere scenarios and discussion; Golden Mean music examples</i> <b>A:</b> Assign music and survival debate teams and topics (natural landscapes, unique mode of knowing/emotions, social organization, acquisition of language, parent-infant bonding)
09/01		<b>Labor Day Holiday – No Classes</b>
09/03	Music and Survival	<b>R:</b> HS Chapter 3 – How We Came to Be Musical <b>DUE: Bb HS Chapter 3 Quiz</b> <b>C:</b> <i>Is music necessary for survival? Debate this question in teams with classmates (proposition, opposition, devil's advocate, judge)</i> <b>A:</b> Assign teams and investigate human invariants topics for pair and share activity
09/05	Music: A Human Invariant	<b>R:</b> HS Chapter 4 – Music Around the World and Across Time <b>DUE: Bb HS Chapter 4 Quiz</b> <b>C:</b> <i>Human Invariants pair and share activity, human subjects tutorial directions</i> <b>A:</b> KU Human Subjects Protection Tutorial <a href="http://research.ku.edu/sites/research.ku.edu/files/docs/New_CITI_instructions.PDF">http://research.ku.edu/sites/research.ku.edu/files/docs/New_CITI_instructions.PDF</a> Bring a mobile device to class for Poll Everywhere
<b>Module 2:</b>		<b>Introduction to Research</b>
09/08	Research Approaches	<b>R:</b> JC Chapter 1 – The Selection of a Research Approach <b>DUE: Bb JC Chapter 1 Quiz</b> <b>C:</b> <i>Poll Anywhere research scenarios and discussion</i> <b>A:</b> Further define your topic of interest and research questions, and bring to class a rough draft literature map
09/10	Literature Review	<b>R:</b> JC Chapter 2 – Review of the Literature <b>DUE: Bb JC Chapter 2 Quiz</b> <b>C:</b> <i>10 Essentials for Research; Analysis and connection of topics, research questions, and literature maps</i> <b>A:</b> Start to define your theoretical perspective for your research study; Be prepared to discuss ideas
09/12	Theory in Research	<b>R:</b> JC Chapter 3 – The Use of Theory <b>DUE: Bb JC Chapter 3 Quiz</b> <b>C:</b> <i>Theoretical perspectives discussion and Q &amp; A; Research Analysis Worksheet Overview</i> <b>A:</b> Answer the nine questions on pp. 77-78 for your research study
09/15	Writing and Ethics	<b>R:</b> JC Chapter 4 – Writing Strategies and Ethical Considerations <b>DUE: KU Human Subjects Protection Tutorial</b> <b>C:</b> <i>Proposal writing discussion; ethical considerations</i>

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		<b>A:</b> Research Proposal and 10 Potential Resources
09/17	Writing an Introduction	<b>R:</b> JC Chapter 5 – The Introduction <b>DUE: Bb JC Chapter 4 &amp; 5 Quiz</b> <b>C:</b> <i>Writing introductions; identifying components; creating narrative hooks</i> <b>A:</b> Create a purpose statement for your study following the script guidelines
09/19	Research Purpose, Questions, and Hypotheses	<b>R:</b> JC Chapter 6 – The Purpose Statement <b>R:</b> JC Chapter 7 – Research Questions and Hypothesis <b>DUE: Bb JC Chapter 6 &amp; 7 Quiz</b> <b>C:</b> <i>Review purpose statements in peer workshop; create research questions</i> <b>A:</b> Create a music psychology research scenario based on your assigned quantitative design
09/22	Quantitative Methods	<b>R:</b> JC Chapter 8 – Quantitative Methods <b>DUE: Bb JC Chapter 8 Quiz</b> <b>C:</b> <i>Music psychology jeopardy, guess research design based on peer scenarios</i> <b>A:</b> Which statistical analysis method do you need to use for your study? Come to class with questions.
09/24	Statistical Methods	<b>R:</b> Bb DeCuir (Wheeler) Chapter 12 – Statistical Methods <b>DUE: Bb Statistical Methods Quiz</b> <b>C:</b> <i>Practice statistical methods in music research scenarios; SPSS</i> <b>A:</b> Make sure to watch CD MT5.1 Physical Acoustics before class on 09/26
	<b>Module 3:</b>	<b>Music Perception</b>
09/26	Acoustic Foundations	<b>R:</b> HS Chapter 5 – Acoustical Foundations of Music <b>DUE: Bb HS Chapter 5 Quiz</b> <b>C:</b> <i>Discussion and acoustic examples</i> <b>A:</b> Volunteers needed for string, wind, percussion instrument examples; bring rough draft of proposal to class for peer review
09/29	Acoustic Foundations	<b>R:</b> Bb Reading Wagner – Acoustic Properties of String, Wind and Percussion Instruments <b>DUE: Bb Wagner Chapter Quiz</b> <b>C:</b> <i>Discussion and live acoustic examples; peer demonstration on major instruments; proposal peer workshop, explain rubric used for proposal</i> <b>A:</b> Assign and investigate parts for hearing experiential activity (need to explain your part and know where you fit in); watch CD MT6.1-6.3
10/01	Musical Hearing	<b>R:</b> HS Chapter 6 – Musical Hearing <b>R:</b> <a href="http://www.youtube.com/watch?v=PeTriGTENoc">http://www.youtube.com/watch?v=PeTriGTENoc</a> <b>DUE: Bb HS Chapter 6 Quiz</b> <b>C:</b> <i>Participate in experiential recreation of hearing process with peers</i> <b>A:</b> Watch CD MT6.4; sign up for individual meeting with Dr. Dvorak (week of 10/06); questions for musician with a bone-anchored hearing aid.
10/03	Musical Hearing: Hearing Loss	<b>Musical Hearing Continued - Hearing Loss</b> <b>R:</b> <a href="http://www.youtube.com/watch?v=TD5E88fFnxE">http://www.youtube.com/watch?v=TD5E88fFnxE</a> <b>R:</b> <a href="http://www.youtube.com/watch?v=SmNpP2fr57A">http://www.youtube.com/watch?v=SmNpP2fr57A</a> <b>R:</b> <a href="http://www.youtube.com/watch?v=J8m_LFrXtN8">http://www.youtube.com/watch?v=J8m_LFrXtN8</a> <b>R:</b> <a href="http://www.youtube.com/watch?v=RBrnvGKLF_Q">http://www.youtube.com/watch?v=RBrnvGKLF_Q</a> <b>C:</b> <i>Guest Speaker, Tom Nauman, Classical Guitarist</i> <b>A:</b> Watch CD MT7.1-7.4
10/06	Music Perception: Pitch	<b>R:</b> HS Chapter 7 – Psychoacoustics and the Perception of Music <b>DUE: Bb HS Chapter 7 Quiz</b> <b>C:</b> Just noticeable difference trials, videos, and harmonics challenge <a href="http://www.phy.davidson.edu/FacHome/dmb/soundRM/jnd/jnd.html">http://www.phy.davidson.edu/FacHome/dmb/soundRM/jnd/jnd.html</a> <a href="http://www.youtube.com/watch?v=EfAzg59IKMQ">http://www.youtube.com/watch?v=EfAzg59IKMQ</a> <a href="http://www.youtube.com/watch?v=4XwhXkfAaIs">http://www.youtube.com/watch?v=4XwhXkfAaIs</a> <a href="http://www.youtube.com/watch?v=AqHmGvX5uZs&amp;index=7&amp;list=PL7Zv7CmKrOyoeHOKOm_oDmjXiLA5EcIjYZ">http://www.youtube.com/watch?v=AqHmGvX5uZs&amp;index=7&amp;list=PL7Zv7CmKrOyoeHOKOm_oDmjXiLA5EcIjYZ</a> <a href="http://www.youtube.com/watch?v=Jeq8ARqJKSo&amp;list=PLBF2A6F9B3F2289CA">http://www.youtube.com/watch?v=Jeq8ARqJKSo&amp;list=PLBF2A6F9B3F2289CA</a> <b>A:</b> Watch CD MT7.5-7.8
10/08	Music Perception:	Psychoacoustics continued <b>DUE: Research Proposal and 10 Potential Resources</b> – upload to Bb by class time.

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	Loudness, Timbre, Duration	<b>C:</b> <i>Discussion and question/answer</i> <b>A:</b> Make sure you bring a printed copy of your proposal and resources with you to your meeting this week with Dr. Dvorak. She will give you written and verbal feedback on your paper copy during your meeting, not on the Bb submission.
10/10		<b>No Class – Individual proposal appointments earlier in the week</b>
10/13		<b>Fall Break – No Classes</b>
	<b>Module 4:</b>	<b>Research and Writing</b>
10/15	Qualitative Methods (GTA)	<b>R:</b> JC Chapter 9 – Qualitative Methods <b>DUE: Bb JC Chapter 9 Quiz</b> <b>C:</b> <i>Practice coding a transcribed interview example from a sample video interview</i> <b>A:</b> Create a summary paragraph (use analysis worksheet as information gathering guide) from a quantitative, qualitative, or mixed methods research article (from your project) and bring to class for peer review.
10/17	Mixed Methods	<b>R:</b> JC Chapter 10 – Mixed Methods <b>DUE: Bb JC Chapter 10 Quiz</b> <b>C:</b> <i>Peer review of research article summary; Review of literature discussion</i> <b>A:</b> Prepare a rough draft review of literature (introduction) for peer review, include an outline of your entire paper; bring your APA book with you to class.
10/20	Manuscript Structure and Content	<b>R:</b> APA Chapter 2 – Manuscript Structure and Content <b>DUE: Review of Literature Rough Draft</b> <b>C:</b> <i>Peer review of literature and paper outline; write methods section (step-by-step process) of your research study in class</i> <b>A:</b> Bring your APA book with you to class.
10/22	Writing Mechanics	<b>R:</b> APA Chapter 3 – Writing Clearly and Concisely <b>R:</b> APA Chapter 4 – The Mechanics of Style <b>C:</b> <i>APA Scavenger Hunt – Work in groups to complete scavenger hunt worksheet – prizes!</i> <b>A:</b> Rough draft of Methods section; bring APA book with you to class.
10/24	Results Section	<b>R:</b> APA Chapter 5 – Displaying Results <b>DUE: Rough draft of methods section</b> <b>C:</b> <i>Peer review of rough drafts; Create a template for your table(s)/figure(s) for your study in class.</i> <b>A:</b> Identify 2-4 gestalt laws in a well-known piece of music; be prepared to play the piece and break those laws in class (expectancy theory).
	<b>Module 5:</b>	<b>Understanding and Responding to Music</b>
10/27	Music Cognition: Gestalt Laws	<b>R:</b> HS Chapter 8 – Music Cognition <b>DUE: Bb HS Chapter 8 Quiz</b> <b>C:</b> <i>Listening examples, gestalt laws, auditory scene analysis</i> <b>A:</b> Identify information you need to remember and create a musical way of remembering it. Make sure you are collecting your data for your research study.
10/29	Music Cognition: Attention and Memory	<b>R:</b> <a href="http://www.youtube.com/watch?v=teoux6C1Flc">http://www.youtube.com/watch?v=teoux6C1Flc</a> <b>R:</b> <a href="http://www.youtube.com/watch?v=4sWnkBf5V7s">http://www.youtube.com/watch?v=4sWnkBf5V7s</a> <b>R:</b> <a href="http://www.youtube.com/watch?v=FR4S1BqdfG4&amp;list=PLB6B84187051165E9">http://www.youtube.com/watch?v=FR4S1BqdfG4&amp;list=PLB6B84187051165E9</a> <b>C:</b> <i>Attention and memory discussion; experiment of verbal vs. musical encoding</i> <b>A:</b> Identify your first memory related to music, write a one-paragraph description, and bring it to class. Make sure you are collecting your data for your research study.
10/31	Music and the Brain	<b>R:</b> HS Chapter 9 – Music and the Brain <a href="http://www.youtube.com/watch?v=FVliYyD2_YU&amp;feature=related">http://www.youtube.com/watch?v=FVliYyD2_YU&amp;feature=related</a> <a href="http://brainposts.blogspot.com/2011/01/brain-and-musical-creativity-ted-talk.html">http://brainposts.blogspot.com/2011/01/brain-and-musical-creativity-ted-talk.html</a> <b>DUE: Bb HS Chapter 9 Quiz</b> <b>C:</b> <i>Discussion and experiential of brain function and processes</i> <b>A:</b> Be prepared to discuss progress on your research study. Make sure you are collecting your data for your research study.
11/03	Music and Brain Damage	<b>R:</b> <a href="http://www.youtube.com/watch?v=RsJl6Pys880">http://www.youtube.com/watch?v=RsJl6Pys880</a> <a href="http://www.youtube.com/watch?v=wdyHuWv3fsc">http://www.youtube.com/watch?v=wdyHuWv3fsc</a> <b>DUE: Be prepared to discuss progress on your research study.</b> <b>C:</b> <i>Discussion and media regarding the effects of brain damage on musical response; peer discussion</i>

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		<i>on research study.</i> <b>A:</b> Make sure you are collecting your data for your research study.
11/05		<b>AMTA Conference – No Classes</b>
11/07		<b>AMTA Conference – No Classes</b>
11/10	Bodily Responses (GTA)	<b>R:</b> HS Chapter 10 – Bodily Responses to Music <b>DUE: Bb HS Chapter 10 Quiz</b> <b>C:</b> TBA <b>A:</b> Assign groups on musical emotions topics and prepare a short presentation (short description and musical example) for class; use Bb collaborate if needed for group preparation.
11/12	Music and Affect	<b>R:</b> HS Chapter 11 – Musical Emotions <a href="https://www.youtube.com/watch?v=AUT9UTVrwp8&amp;list=PLFCF25BE1F61BC9F3">https://www.youtube.com/watch?v=AUT9UTVrwp8&amp;list=PLFCF25BE1F61BC9F3</a> <b>DUE: Bb HS Chapter 11 Quiz</b> <b>C:</b> <i>Presentations and discussion regarding music and affect</i> <b>A:</b> Identify general characteristics of people who perform on your major instrument – do you fit this mold? What judgments do you unintentionally make about other performers? Be prepared to discuss.
	<b>Module 6:</b>	<b>Being Musical</b>
11/14	Our Musical Self	<b>R:</b> HS Chapter 12 – The Musical Person <b>DUE: Bb HS Chapter 12 Quiz</b> <b>C:</b> <i>Personality inventory; musicality and identity discussion</i> <b>A:</b> Prepare a performance on your major instrument for class (senior recital volunteers?)
11/17	Performing Music	<b>R:</b> HS Chapter 13 – Music Performance <b>DUE: Bb HS Chapter 13 Quiz</b> <b>C:</b> <i>Peer performance, observation, and discussion</i> <b>A:</b> Identify an area of music learning from the reading that is of particular interest to you. How does it relate to your professional life?
11/19	Music Learning (GTA)	<b>R:</b> HS Chapter 14 – The Psychology of Music Learning <b>DUE: Bb HS Chapter 14 Quiz</b> <b>C:</b> TBA <b>A:</b> Investigate your assigned area of music-related health; be prepared to present the material in class
11/21	Music and Health	<b>R:</b> HS Chapter 15 – Music and Health <b>DUE: Bb HS Chapter 15 Quiz</b> <b>C:</b> <i>Presentations and discussion regarding health issues and music</i> <b>A:</b> Bring your completed research paper rough draft to class for a peer review; also bring APA book
11/24	Citing Resources	<b>R: APA Chapter 6 – Crediting Sources</b> <b>DUE: Rough Draft on Bb</b> <b>C:</b> <i>Rough draft peer review; follow guidelines and scoring rubric</i> <b>A:</b> Complete edits on your rough draft (final paper due 12/05)
11/26		<b>Thanksgiving Break – No Classes</b>
11/28		<b>Thanksgiving Break – No Classes</b>
12/01	Music and Society (GTA)	<b>R:</b> HS Chapter 16 – Music in Social Contexts <a href="http://www.youtube.com/watch?v=gA12I30SoTA">http://www.youtube.com/watch?v=gA12I30SoTA</a> <b>DUE: Bb HS Chapter 16 Quiz</b> <b>C:</b> TBA <b>A:</b> Reflect on your research study results and music psychology; come prepared to discuss in class
12/03	Class Summary	<b>C:</b> Summary of class information; connections from class to your research <b>A:</b> Download research poster template from <a href="http://www.makesigns.com/SciPosters_Templates.aspx">http://www.makesigns.com/SciPosters_Templates.aspx</a> or <a href="http://www.posterpresentations.com/html/free_poster_templates.html">http://www.posterpresentations.com/html/free_poster_templates.html</a> (or another of your choosing)
12/05	Research Poster	<b>DUE: Final Research Paper Due</b> <b>C:</b> <i>Discussion of research poster session; review poster basics and template</i> <b>A:</b> Begin organizing your study information on your research poster template
12/08	Poster Workday	<b>C:</b> <i>Research poster session workday</i> <b>A:</b> Prepare a 2-3 minute research poster synopsis explaining your project; Voicestream groups
12/10	Oral Presentation	<b>C:</b> <i>Research poster oral presentation practice, peer feedback on poster rough draft, course evaluations</i> <b>A:</b> Edit and print your research poster, make sure you upload a final copy to Bb.

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12/12		<b>Stop Day – No Classes</b>
<b>Final Exam</b>	<b>Friday, 12/19 7:30-10:00 a.m.</b>	<i>C: Research Poster Session</i> <b>DUE: Research Poster on Bb</b>