

PSYC56H3S: MUSIC COGNITION UNIVERSITY OF TORONTO SCARBOROUGH

WINTER 2019 SYLLABUS

Lecture Time and Location: Tuesdays from 7 – 9 p.m. in room 218 of the Science Wing.

Instructor

Olivia Podolak Lewandowski, MA

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Office: Humanities Wing, Room 302

Office Hours: Thursdays 12 – 1 pm or by appointment.

Teaching Assistant

Vanessa Chan

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Office: Humanities Wing, Room 302

Office Hours: By appointment only.

Please use your university email for all contact with the instructor and TA.

Course Description, Prerequisites & Objectives

From the UTSC Course Calendar: Studies the perceptual and cognitive processing involved in musical perception and performance. The class acquaints students with the basic concepts and issues involved in the understanding of musical passages. Topics will include discussion of the physical and psychological dimensions of sound, elementary music theory, pitch perception and melodic organization, the perception of rhythm and time, musical memory, musical performance, and emotion and meaning in music.

Additionally, the course will focus on refining practical academic skills, which include:

- (a) learning to read and critically analyze original, peer-reviewed research articles, and
- (b) collaborating with your peers on a research project (on an approved topic of your choosing) to hone your reading, writing, critical thinking and presentation skills.

Prerequisites: [PSYA01H3 and PSYA02H3] and [PSYB07H3 or SOCB06H3 or STAB22H3] and a PSYB50-series half-credit.

*Note: Acorn **does not** check whether a student has completed the prerequisites for any course. It is the student's responsibility to check this. If you have an issue with your prerequisites or if you have any further questions, please contact the instructor and the Department of Psychology.*

Enrolment Limits: Restricted to students in the Specialist/Specialist Co-op and Major programs in Psychology and Mental Health Studies. Students in the Minor in Psychology will be admitted if space permits.

Musical Background

Knowledge of music theory is **not** a prerequisite for this course, but is no doubt helpful in understanding certain topics covered in this course. Therefore, the first half of the course will focus on explaining the acoustic properties

of sound and music, as well as the neurological structures and processes involved in hearing sound and listening to music to help get all students on the same level of understanding. However, you are strongly encouraged to seek further clarification from either the instructor or the teaching assistant if you feel that you still have gaps in your understanding of the material.

Required Course Readings

This course will NOT use a textbook. The primary reason for this (other than saving you some money, of course!) is that we will be prioritizing your ability to extract information from original research, as opposed to memorizing content from a textbook that has already done that service for you. This is part of the process of becoming a more critical consumer of information, which is an invaluable skill in a world so inundated with information.

Every week, you will be assigned peer-reviewed scientific articles that must be read **before** coming to lecture - see the course outline section below for a list of the articles. The purpose of these articles is to increase the depth of your knowledge about the topic of that week. There will also be reading checks (worth 2% each) that will ensure that you are: (1) keeping up with your readings, and (2) extracting the relevant information from the articles (more details on this below).

All required readings will be available to download through the University of Toronto Libraries system.

Course Webpage

Quercus will contain important course-related announcements, lecture slides (to be posted prior to each lecture), discussion boards to connect you with fellow classmates, and course marks. You should check it regularly for course updates.

Course Assessments

1. PSYCHOACOUSTICS ASSIGNMENT [25%]

As mentioned, the first half of the course will focus on explaining the acoustic properties of sound and music, as well as the neural structures and processes involved in hearing sound and listening to music. These topics will lay the foundation for understanding the technical details of the articles covered in the course, and will also help bridge the gap between the students who may or may not possess prior musical knowledge. A psychoacoustics assignment will be assigned to test your knowledge of the concepts learned in the first half of the course in lieu of a midterm – ***i.e., there will be no midterm for this course.***

A hardcopy of the assignment will be due at the beginning of the first lecture after the reading week break.

NOTE: THIS ASSIGNMENT IS TO BE COMPLETED INDIVIDUALLY. COLLABORATIONS WITH OTHER STUDENTS IS STRICTLY PROHIBITED AND STUDENTS CAUGHT WILL BE REPORTED FOR ACADEMIC DISHONESTY.

2. READING CHECKS [4 checks worth 2.5% each = 10%]

In an effort to build your ability to consume primary research, we will have 5 reading checks on the assigned readings throughout the course (see the schedule below). Reading checks will be conducted to: (1) ensure that you remain caught up on your readings, (2) prepare you to successfully navigate the research project and (3) ultimately prepare you for the final exam. The reading checks will be held during normal class time and will start at the beginning of class. They will last no more than 20 minutes in duration, and will include multiple-choice and/or

short-answer questions. These questions will test your understanding of the articles, including the rationale for the study, reasonable (not nitpicky) features of the methods, understanding and interpreting the results, as well as thinking about future avenues for research. Our second lecture will be a skill-building workshop to help prepare you for this.

3. RESEARCH PROPOSAL POSTER [Multiple parts worth 35% in total]

Topic proposal (2.5% of course grade):

Together with **two partners** of your choosing, you will be asked to conduct a research project (literature review) to further explore current research in a topic associated with music cognition. You will be provided with a separate handout that further details this assignment but in short, your group will research a minimum of nine references (3 per group member) and detail what you have learned into a scientific poster that your group will present in a conference-like format at the end of the course.

A one-page document that states the topic of your group research project, what motivated its selection (from an academic and real-world perspective), what you hope to examine more specifically, and what you hope to learn from it (i.e., why does this matter).

Revised proposal & annotated bibliography (10% of course grade):

This component has two parts:

(1) You must first revisit your 'Topic Proposal' based on the feedback you received. You must thoughtfully address the feedback you have received, either making changes as appropriate or carefully defending an idea/proposal with more support.

(2) You must create an annotated bibliography, which should include a list of APA-formatted references meeting the minimum threshold of nine, and a brief paragraph explaining the goals/value for each research article chosen. When the marker reads the revised 'Topic Proposal' and annotated bibliography, they should have a crystal-clear understanding of what you want to study, why it matters, and how your chosen articles help in pursuit of your goal.

Instructor/TA Evaluation of your poster and presentation (15% of course grade):

There will be two days for poster presentations. On the day that you are scheduled to present, you and your group will be present a research poster to present the findings from your literature search. You will use this poster as a tool to deliver a 10-minute talk (max) that equitably splits the work across group members. Your instructor and/or TA will evaluate your presentation based on a detailed rubric. You will be expected to give your research talk multiple times to make space for all of your peer-reviewers (see below), but your instructor/TA will only evaluate your talk once.

Peer Evaluation (2.5% of course grade):

There will be two days for poster presentations. On the day that you are **not** scheduled to present, you will be evaluating the work of your peers using a rubric provided to you. Your mark will be determined based on the detail and thoughtfulness of feedback you provide to the presenters.

4. FINAL EXAM [30%]

The final exam is **cumulative** and will test all material covered in lectures and ALL readings, excluding the supplementary readings and students' research presentations. The date of the final is not announced by the University until the middle of the term. You should NOT make travel plans until you learn the date of your final exams. You CANNOT take the final at a different date/time unless you have a verifiable medical reason.

Grading Summary

1. PSYCHOACOUSTICS ASSIGNMENT: 25%
2. RESEARCH CHECKS: 10%
3. RESEARCH PROJECT: 35%
 - Research Topic: 2.5%
 - Annotated Bibliography & Topic Revision: 10%
 - Research Poster: 10%
 - Poster Presentation: 10%
 - Peer Evaluation: 2.5%
4. FINAL EXAMINATION: 30%

Extensions & Late Penalties

Short extensions may be granted for good reasons, such as illness, conflict of due dates with assignments for other courses, or personal issues; however, extensions will be granted at the instructor's discretion and are **not guaranteed**. Extension requests must be made **before the due date**.

If an extension has been granted before the assignment is due, there will be no penalty for lateness. If no extension has been granted, **a penalty of 10% per day will applies to late submissions:**

- 10% deduction: 5 minutes – 24 hours late
- 20% deduction: 24 hours & 5 minutes – 48 hours late
- 30% deduction: 48 hours & 5 minutes – 72 hours late
- 40% deduction: 72 hours & 5 minutes – 96 hours late
- 50% deduction: 96 hours & 5 minutes – 120 hours late

COURSE WORK WILL NOT BE ACCEPTED IF MORE THAN 5 CALENDAR DAYS HAVE PASSED.

Unless otherwise stated, any work submitted in lecture must be done so at the **beginning of class**. Skipping lecture to finish work is not only strongly discouraged, but is also subject to the late penalty stated above.

Since reading checks will occur at the beginning of lecture, a student who is late to class will not be allowed to write a reading check if: (1) they are late by 15 minutes or more, or (2) another student has already finished and submitted their paper - whichever occurs first (more on this below).

Course Policies

Classroom Conduct and Participation: Our classroom is a place where you should always feel safe and respected. It is also a place that is conducive to learning and intellectual curiosity. Any behaviors compromising this environment will not be tolerated and the student(s) and/or individual(s) will be asked to leave.

I work to create an interactive dynamic during my lectures that engages you to think and contribute. I challenge you to use this time to not only become familiar with the content we are discussing, but to also develop your critical thinking skills along with me.

Lecture slides: For your convenience, lecture slides will usually be posted by the evening before a lecture. They will be posted in PDF format in two versions only (2 slides and 6 slides per page).

LECTURE SLIDES ARE NOT A SUITABLE REPLACEMENT FOR ATTENDING LECTURE.

Lecture slides are not exhaustive and we will regularly cover important material that extends beyond them during lecture. You are responsible for this material with respect to testing.

Instructional materials are only for the purpose of learning in this course and must not be distributed or used for any other reason whatsoever.

E-mail policy: In most cases, e-mails will be answered within 48 hours of receipt (not including weekends). The email subject should include our course name and nature of the inquiry. Emails that you send should contain no more than one or two questions and you should try to explain your current understanding of the concept in the email (which will be affirmed or corrected).

If you are not used to writing emails in an academic context, I encourage you to review this online resource so that you adopt proper email etiquette now and in the future:

<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

Office hours: Office hours are a valuable resource for you to learn more about the class and/or important things related to (but outside of) the class. You should consider visiting the instructor's office hours if you: (1) would like to discuss course content, (2) have an issue with course performance or progress, or (3) would like to discuss the field of psychology/neuroscience and how to get more involved.

Syllabus changes: There may be minor changes made to the syllabus during the term. You will be notified of these changes immediately and no changes will be instituted that dramatically affect your ability to properly prepare for an assessment or examination (e.g., reading an extra article the day before a reading check).

Taking reading checks: Punctuality to lectures and assessments is a sign of respect to your instructor, teaching assistants and fellow students. Tardy students should not ask the instructor or teaching assistants for what they missed from lecture because they can ask a fellow student. Furthermore, a student will not be granted additional time to complete reading checks in the event that they are late. Lastly, as already mentioned, a student will not be allowed to write a reading check if: (1) they are late by 15 minutes or more, or (2) another student has already finished and submitted their paper - whichever occurs first. Students in this situation will **not** be allowed to write and will receive a "0" on the respective check, unless an **excused** reason is given, in which case the student must contact the department.

If you miss a reading check due to an excused reason (see next section), the value of that reading check will be added to the final examination. Please keep in mind that the reading checks will be conducted in class, therefore

it is your responsibility to ensure that you can fully commit to coming to lecture every week. **There will be no accommodations made for students with course or work schedule conflicts.**

Missed Term Work Due to Medical Illness or Emergency

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **both** of the following:

- (1) A completed Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), and
- (2) Appropriate documentation to verify your illness or emergency, as described below.

Appropriate documentation:

1. For missed **term tests** due to **illness**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form (uoft.me/UTSC-Verification-Of-Illness-Form) or an **original** copy of the record of visitation to a hospital emergency room. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

2. For missed **assignments** due to **illness**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

3. For missed term **tests or assignments** in **other circumstances**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the **case of a death of a family member or friend**, please provide a copy of a death certificate.
- In the case of a **disability-related concern**, if your desired accommodation is within the scope of your Accommodation Letter, please attach a copy of your letter. If your desired accommodation is outside the scope of your Accommodation Letter (ex. if your letter says "extensions of up to 7 days" but you need more time than that) you will need to meet with your consultant at AccessAbility Services and have them email Keely Hicks (keely.hicks@utoronto.ca) detailing the accommodations required.
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email (keely.hicks@utoronto.ca) **well in advance** of the missed work.

Documents covering the above situations are NOT acceptable: medical prescriptions, personal travel, weddings/personal/work commitments.

Procedure:

Submit your (1) request form and (2) medical/self-declaration/other documents in person **within 3 business days** of the missed term test or assignment to **Keely Hicks**, in Room SW420B, Monday – Friday, 9 AM – 4 PM.

Exceptions to the documentation deadline will only be made under exceptional circumstances. If you are unable to meet this deadline, you must email Keely Hicks (keely.hicks@utoronto.ca) ***within the three-business-day window*** to explain when you will be able to bring your documents in person. Attach scans of your documentation.

Within approximately one week, you will receive an email response from your instructor detailing the accommodations to be made (if any). ***You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.***

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Instructors cannot accept term work after April 12, 2019. Beyond this date, you would need to file a petition with the Registrar's Office to have your term work accepted (<https://www.utsc.utoronto.ca/registrar/term-work>).

Note that this policy applies only to missed assignments and term tests. ***Missed final exams are handled by the Registrar's Office*** (<http://www.utsc.utoronto.ca/registrar/missing-examination>).

AccessAbility Services

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach the instructor and/or the AccessAbility Services Office (in SW-302) as soon as possible. Your instructor will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.

AccessAbility Services contact information

Phone: (416) 287-7560 Email: ability@utsc.utoronto.ca

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. Behaviours that constitute academic dishonesty and the processes for addressing academic offences are outlined in The University of Toronto's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

Potential offences include, but are not limited to:

- *On tests and exams:*
 - (a) Using or possessing unauthorized aids;
 - (b) Looking at someone else's answers during an exam or test;
 - (c) Misrepresenting your identity.

- *In academic work:*
 - (a) Falsifying institutional documents or grades;
 - (b) Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters.

Useful Links

Conducting literature reviews

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| UTSC Library | https://utsc.library.utoronto.ca/ |
| Pubmed.org | https://www.ncbi.nlm.nih.gov/pubmed/ |
| Google Scholar | https://scholar.google.ca/ |
| APA Formatting | https://owl.english.purdue.edu/owl/resource/560/01/ |

Skill building, future planning

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|----------------------------------|---|
| Academic Advising, Career Centre | http://www.utsc.utoronto.ca/aacc/ |
| Writing Services | http://www.utsc.utoronto.ca/twc/ |
| Presentation Skills | http://www.utsc.utoronto.ca/ctl/presentation-skills |
| Co-op Program | http://www.utsc.utoronto.ca/askcoop/ |

Your well-being

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|---------------------|---|
| Health and Wellness | http://www.utsc.utoronto.ca/hwc/ |
| Test anxiety | https://www.anxietybc.com/sites/default/files/Test_Anxiety_Booklet.pdf |

The Department of Psychology

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| UTSC Experiential Learning | http://www.utsc.utoronto.ca/psych/experiential-learning |
| Psychology lab opportunities | http://tinyurl.com/jjq25t7 |
| The Psychology & Neuroscience Departmental Association | http://www.thepnda.org/ |

Course Topics Outline (Subject to Revision)

| WEEK | TOPIC |
|-----------------|--|
| 1 – January 8 | Syllabus & Introduction to Music Cognition |
| 2 – January 15 | Reading and Understanding Scientific Articles & Research Presentation Overview |
| 3 – January 22 | Psychoacoustics: Sound and Hearing <ul style="list-style-type: none"> • <i>Group forms due at the beginning of class (Hardcopies only)</i> |
| 4 – January 29 | Cognitive Neuroscience of Music <ul style="list-style-type: none"> • <i>Topic proposals due at the beginning of class (Hardcopies only)</i> |
| 5 – February 5 | Music Structures I: Musical Pitch and Tonality <ul style="list-style-type: none"> • <i>Reading Check #1 (on week 4 article)</i> |
| 6 – February 12 | Music Structures II: Time and Rhythm <ul style="list-style-type: none"> • <i>Annotated bibliography due at the beginning of class (Hardcopies only)</i> • <i>Psychoacoustics assignment posted after lecture</i> |
| 7 – February 19 | R E A D I N G W E E K – N O C L A S S |
| 8 – February 26 | Music Evolution & Development <ul style="list-style-type: none"> • <i>Psychoacoustics assignment due at the beginning of class (Hardcopies only)</i> |
| 9 – March 5 | Cortical Plasticity and Learning <ul style="list-style-type: none"> • <i>Reading Check #2 (on week 8 article)</i> |
| 10 – March 12 | Expectation, Meaning and Emotion <ul style="list-style-type: none"> • <i>Reading Check #3 (on week 9 article)</i> |
| 11 – March 19 | Social and Cultural Aspects of Music <ul style="list-style-type: none"> • <i>Reading Check #4 (on week 10 article)</i> • <i>Note: It is suggested that you submit your poster for printing by this week</i> |
| 12 – March 26 | PRESENTATIONS #1 – Group A (<i>Group B students will be evaluating</i>) |
| 13 – April 2 | PRESENTATIONS #2 – Group B (<i>Group A students will be evaluating</i>) |

Course Readings (Subject to Revision)

| WEEK | READINGS |
|-----------------|--|
| 1 – January 8 | Course Syllabus |
| 2 – January 15 | Roediger & Gallo (2004) |
| 3 – January 22 | Good, Gordon, Papsin, Nespoli, Hopyan, Peretz, & Russo (2017) Supplementary readings: Chapters 1, 2 & 4 from Howard & Angus (2009) |
| 4 – January 29 | Strait, Chan, Ashley, & Kraus (2012) <i>*This is reading check article #1</i> |
| 5 – February 5 | Bharucha & Stoeckig (1987) Supplementary reading: Chapter 3 from Howard & Angus (2009) |
| 6 – February 12 | Phillips-Silver & Trainor (2005) |
| 7 – February 19 | R E A D I N G W E E K – N O R E A D I N G S |
| 8 – February 26 | Masataka (2006) <i>*This is reading check article #2</i> |
| 9 – March 2 | Schlaug, Marchina, & Norton (2009) <i>*This is reading check article #3</i> |
| 10 – March 12 | Mori & Iwanaga (2017) <i>*This is reading check article #4</i> |
| 11 – March 19 | Pearce, Launay, van Duijn, Rotkirch, David-Barrett, & Dunbar (2016) |
| 12 – March 26 | P R E S E N T A T I O N S – N O R E A D I N G S |
| 13 – April 2 | P R E S E N T A T I O N S – N O R E A D I N G S |