

Syllabus

PSYCH/MUSICCOG 3MP3: Musical Development and Performance

The School of the Arts and the Department of Psychology, Neuroscience, and Behaviour
Fall 2015

Instructor: Dr. Sean Hutchins

Time: Thursday, 11:30-2:20

Location: BSB 104

Email: sean.hutchins@rcmusic.ca

Office Hours: PC 304. By appointment, before or after class only.

Teaching Assistants:

Haley Kragness – kragneh@mcmaster.ca

Office: PC-128

TA office hours by appointment only

Course Description:

In this course, we will discuss the ways in which children learn music and the outcomes of music training, both musical and cognitive. We will discuss the developmental trajectory of musical comprehension, as it occurs both through formal lessons and through enculturation to one's native musical environment. We will look at the ways in which musical knowledge and expertise (or lack thereof) affects instrumental and vocal performance. This course will also examine the cognitive benefits of music training, with special attention to the links between music and language.

Prerequisite(s):

MUSICCOG 2MA3 (or MUSICCOG 2A03 or PSYCH 2MA3) and registration in any Music Cognition program (B.A., B.Arts.Sc., B.Mus., B.Sc.) or Honours Music, or PNB 2XA3 or PSYCH 2E03 and registration in any Honours program, or ISCI 2A18; or permission of the instructor.

Textbook:

Tan, Pfordresher, & Harré (2010). *Psychology of Music* (2010). This is the same text as was used in *Introduction to Music Cognition* (Dr. Schutz), and will be used for a few of the early lectures. Available at the campus bookstore or online through a number of retailers. The second half will be article-based. Articles will be made available to download from the course website.

Class Format:

This class is designed to bridge the gap between a lecture-based format and a discussion-based format. As such, the first half of this course will consist mainly of extended lectures, designed to provide basic background on music development and performance, with some room for discussion. The second half of this course will be article-based, with student-led presentation of the articles, and extended discussion. Participation is required (and therefore, attendance is as well). If you miss a class, you are responsible for material covered during that class. Furthermore, you will need to notify a TA by email about your absence prior to the start of class.

In-Class Discussion:

Students are expected to participate in active in-class discussions, which will grow in scope during the course of the semester. This includes both contributing as well as listening. At least once, students will be required to lead the discussion of an article. To foster this discussion, all students will be expected to submit at least two discussion points or questions *per chapter or article* to a TA (not the professor) each week, no later than Tuesday at noon. These will be used to facilitate in-class discussion. As such, it is required that you read the assigned material prior to that time. These discussion materials are required even if you will not be present at the class.

In-class discussion is expected to be constructive and respectful. While opposing viewpoints can exist at times, and are often useful to Socratic dialogue, disrespectful or disruptive language or behaviours will *not* be tolerated, and may result in disciplinary action. For further clarification on what not to do, please see any YouTube comments section.

Assessment:

Midterm: 20% - Covers the first half of class

Final: 30% - Comprehensive

Poster Project: 25% - Includes both the poster and the presentation thereof

Article Presentation: 15% - Presentation of assigned articles

In-Class Participation: 10% - Will reflect both preparation and engagement. This covers both halves of the course, with weighting towards the second half. This mark also includes preparatory work, (e.g. submitting discussion questions).

Grading:

(The scale may change as necessary, but not without prior mention in class) Grading for the class will be done according to the official McMaster University grading scale. Please note that “excellent” assignments warrant a grade of “A,” corresponding to a numeric value of 85-89. Only “outstanding” assignments warrant a grade of “A+,” in the range of 90-100. *All* decimal places will be rounded down (a 79.9 is a B+, not an A-)

90-100	85-89	80-84	77-79	73-76	70-72	67-69	63-66	60-62	57-59	53-56	50-52	0-49
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Note: The instructor reserves the right to adjust final marks up or down depending on overall performance in the course. Students who do not pass the final exam will not have their mark adjusted up under any circumstances. Note that your final mark is nonnegotiable, unless a marking or mathematical error has been made.

Missed Exams:

If you experience a sudden medical condition that prohibits you from writing the exam, it is your responsibility to notify the instructor by email prior to the exam itself.

Additionally, McMaster has adopted a self-report tool, the McMaster Student Absence Form, to be used to report some (but not all) absences. The MSAF can be used, once per term, if you are absent from the university for a medical reason lasting fewer than 5 days. Longer absences or absences due to non-medical reasons must be reported to your Faculty or Program office, with documentation. Note that relief from term work may not necessarily be granted. Please make yourself familiar with the terms of using the MSAF at <http://www.mcmaster.ca/msaf/>

Please note that a doctor’s note to the Dean’s office, without an MSAF report, does not exempt you from writing the exam, although medical documentation will be required of anyone requesting an alternate exam time.

Email Policy:

Since I am only on campus once per week, and this is the 21st century, the primary form of communication for this course will be email. I will *not* be available by phone, text, fax, telegram (singing or otherwise), or carrier pigeon. You will be responsible for all information sent via email. University policy dictates that all email communication between students and instructors must originate from their official McMaster University email accounts. This policy protects the confidentiality and sensitivity of information and confirms the identities of both the student and instructor.

Website Policy:

You are expected to check *Avenue to Learn* regularly for announcements, updates, and other information. It is your responsibility to keep up with the information provided on this site. Use of the website's discussion boards is strongly encouraged, especially for questions about course content and format. (Note that reporting illness or other private matters should be conducted by email.) Finally, students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Lecture Slides and Recordings:

Lecture slides will be posted on the website, most likely after class. I may post an audio recording of the class as well; however, this is not guaranteed.

Academic Integrity:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. The academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

Lecture Topics:

Sept. 10: Introduction, In-Utero, and Infancy

Readings: None (no discussion points required)

Sept 17: Development pt. 1 – Methods; Pitch, melody, and harmony

Readings: Tan Chapter 8, Saffran & Griepentrog, 2001

Sept 24: Development pt. 2 – Rhythm and meter, timing, judgments of emotions. Poster project description

Readings: Hannon & Trehub 2005; Phillips-Silver & Trainor, 2005

Oct 1: Performance errors and timing

Readings: Tan Chapter 11

Oct 8: Singing

Readings: Hutchins & Peretz, 2012a, Pfordresher & Brown 2007; Dalla Bella, Giguère, & Peretz, 2007

Oct 15: No class (mid-term recess)

Oct 22: Midterm examination

Readings: None (no discussion points required)

Oct 29: Topic- Absolute Pitch – Midterm review

Readings: Takeuchi & Hulse, 1993; Bermudez & Zatorre, 2009; (Levitin, 1994; Schellenberg & Trehub, 2003)

Nov 5: Topic- Congenital Amusia

Readings: Ayotte, Hyde, & Peretz, 2003; Dalla Bella, Giguère, & Peretz, 2009; Liu, Patel, Fourcin, & Stewart, 2010;

Nov 12: Topic- Music and Language

Readings: (Patel & Daniele, 2003a, 2003b; Huron & Ollen, 2003); (Slevc, Patel, & Rosenberg, 2009; Federenko, Patel, Casasanto, Winawer, & Gibson, 2009); (Hutchins & Peretz, 2012b; Hutchins, Gosselin, & Peretz, 2010); Thompson, Schellenberg, & Husain, 2004

Nov 19: Topic- Music and Cognitive Skills

Readings: (Rausher, Shaw, & Ky, 1993, 1995; Thompson, Schellenberg, & Husain, 2001); (Schellenberg 2004; Schellenberg, 2011);

Nov 26: Topic- Evolutionary Psychology of Music

Readings: Pinker, 1997 (p. 496-506); Peretz, 2006; McDermott & Hauser, 2004

Dec 3: Poster Session!

Final Exam: TBA

*Note that readings grouped together in parentheses are linked, due to similar content. Separate question submissions are not required for linked readings.