

**1. General Information**

1a. Submitted by the College of: FINE ARTS

Date Submitted: 3/31/2013

1b. Department/Division: Fine Arts - Music

1c. Contact Person

Name: Diana Deen

Email: deen@uky.edu

Phone: 859-266-4167

Responsible Faculty ID (if different from Contact)

Name: Cecilia Wang

Email: cecilia@uky.edu

Phone: 859-257-8203

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: Yes<sup>4</sup>

2b. Prefix and Number: MUS 555

2c. Full Title: Sounds of Music: Psychology & Perception

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

RECEIVED

FEB 21 2014

OFFICE OF THE  
SENATE COUNCIL

2j. Course Description for Bulletin: This course focuses on the roles of music in human life. Issues and research findings regarding what makes music and how human beings perceive and respond to musical sounds are examined. Critical thinking and reflection on topics such as music preferences, musical performance, and listening to music are meant to encourage the student to identify the relationship between music and human behavior. This course is suitable for students who are curious to learn about the influence of music on people. It is open to all students with or without musical training.

2k. Prerequisites, if any: none

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 10

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: This course can be applied to the online MEd (Music Ed) and is required for entering students in the Master's of Music Therapy who do not have a Bachelor's in Music Therapy.

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name: Diana Deen

Instructor Email: deen@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Weekly discussion board interactions are a requirement for this course. The course used the University Senate Syllabus Template as the basis for the syllabus.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. The course textbook, goals, assessments, and discussions would be identical in either a face-to-face or online class. The only difference is that the discussions in the online world are asynchronous.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The course is provided through Blackboard. In order to get to the materials and assessments, the students must use their LinkBlue ID and password. In addition, assessments are generally of the essay type and can be processed for plagiarism using various methods. The academic offense policy is outlined in the course syllabus.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? Yes

If yes, which percentage, and which program(s)? at least 50% in the online Master of Music Education.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Online meetings with the professor are scheduled as needed. Other services are available through the UK Library and other UK offices. All email addresses and telephone numbers are provided, as appropriate.

6. How do course requirements ensure that students make appropriate use of learning resources? Several assignments require research and citations of articles from the databases offered by the UK Library.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Other than library sources, other facilities and equipment are not necessary to complete this course.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? A statement in the syllabus refers students to UKIT for resolving Blackboard issues.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. Students are referred to the HelpDesk for Blackboard issues.

10. Does the syllabus contain all the required components? YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Diana Deen

SIGNATURE|SKIPGRAY|Harold R Gray Jr|MUS 555 NEW Dept Review|20130506

SIGNATURE|GMASC1|Geraldine Maschio|MUS 555 NEW College Review|20131004

SIGNATURE|JMETT2|Joanie Ett-Mims|MUS 555 NEW Undergrad Council Review|20140214

SIGNATURE|ZNNIKO0|Roshan N Nikou|MUS 555 NEW Graduate Council Review|20140221

Courses	Request Tracking
New Course	
Drop Course	
Change Course	

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

ID	Attachment
Delete 3111	0-MUS555-Overview.docx
Delete 3113	1-MUS555-Syllabus.docx
Delete 3114	2-MUS555-Calendar.docx

First 1 2 3 Last

Select saved project to retrieve...

Get New

(\*denotes required fields)

1. General Information

a. \* Submitted by the College of: FINE ARTS Submission Date: 3/31/2013

b. \* Department/Division: Fine Arts - Music

c.

\* Contact Person Name: Diana Deen Email: deen@uky.edu Phone: 859-266-4167

\* Responsible Faculty ID (if different from Contact): Cecilia Wang Email: cecilia@uky.edu Phone: 859-257-8203

d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year

e.

Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

Inquiry - Arts & Creativity  Composition & Communications - II

Inquiry - Humanities  Quantitative Foundations

Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning

Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity

Composition & Communications - I  Global Dynamics

2. Designation and Description of Proposed Course.

a. \* Will this course also be offered through Distance Learning?  Yes  No

b. \* Prefix and Number: MUS 555

c. \* Full Title: Sounds of Music: Psychology & Perception

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed<sup>2</sup> with (Prefix and Number):

f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>2</sup> for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory <sup>1</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input checked="" type="checkbox"/> Seminar 3	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain:		

g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail  Graduate School Grade Scale

h. \* Number of credits: 3

i. \* Is this course repeatable for additional credit?  Yes  No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

This course focuses on the roles of music in human life. Issues and research findings regarding what makes music and how human beings perceive and respond to musical sounds are examined. Critical thinking and reflection on topics such as music preferences, musical performance, and listening to music are meant to encourage the student to identify the relationship between music and human behavior. This course is suitable for students who are curious to learn about the influence of music on people. It is open to all students with or without musical training.

## k. Prerequisites, if any:

none

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

## 6. \* What enrollment (per section per semester) may reasonably be expected? 10

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

## 8. \* Check the category most applicable to this course:

- Traditional - Offered in Corresponding Departments at Universities Elsewhere  
 Relatively New - Now Being Widely Established  
 Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement for ANY program?  Yes  No

If YES, list affected programs::

This course can be applied to the online MEd (Music Ed) and is required for entering students in the Master's of Music Therapy who do not have a Bachelor's in Music Therapy.

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies. A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/Newforms.htm>).

Course Number and Prefix:	MUS 555	Date:	3/31/2013
Instructor Name:	Diana Deen	Instructor Email:	deen@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

### Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?  
Weekly discussion board interactions are a requirement for this course. The course used the University Senate Syllabus Template as the basis for the syllabus.
- How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, and student learning outcomes, etc.  
The course textbook, goals, assessments, and discussions would be identical in either a face-to-face or online class. The only difference is that the discussions in the online world are asynchronous.
- How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.  
The course is provided through Blackboard. In order to get to the materials and assessments, the students must use their LinkBlue ID and password. In addition, assessments are generally of the essay type and can be processed for
- Will offering this course via DL result in at least 25% or at least 50%\* (based on total credit hours required for completion) of a degree program being offered via any form as defined above?  
Yes  
Which percentage, and which program(s)?  
at least 50% in the online Master of Music Education.  
  
\*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is 12 months from the date of approval.
- How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?  
Online meetings with the professor are scheduled as needed. Other services are available through the UK Library and other UK offices. All email addresses and telephone numbers are provided, as appropriate.

### Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?  
Several assignments require research and citations of articles from the databases offered by the UK Library.
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  
Other than library sources, other facilities and equipment are not necessary to complete this course.

### Student Services

- How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?  
A statement in the syllabus refers students to UKIT for resolving Blackboard issues.
- Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?  
 Yes  
 No  
  
If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.  
Students are referred to the HelpDesk for Blackboard issues.
- Does the syllabus contain all the required components, below?  Yes
  - Instructor's *virtual* office hours, if any.
  - The technological requirements for the course.
  - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
  - Procedure for resolving technical complaints.
  - Preferred method for reaching instructor, e.g. email, phone, text message.
  - Maximum timeframe for responding to student communications.

- Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/libraries/DLIS>)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [gillservice@email.uky.edu](mailto:gillservice@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/llbpage.php?web\\_id=253&lib\\_id=16](http://www.uky.edu/Libraries/llbpage.php?web_id=253&lib_id=16)

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: \_\_\_\_\_

Diana Deen

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKITf/Help>)

Revised 8/09

<sup>111</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>112</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>113</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. A meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>114</sup> You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>115</sup> In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal    Save Current Changes



## MUS 555-201 – Overview

MUS 555, Sounds of Music: Psychology & Perception is the outgrowth of MUS 550: Psychology of Music (Special Topics). The course was first designed and taught initially during Fall 2009 as MUS 550-201 by Dr. Cecilia Wang and Dr. Diana Deen. It has continued to be offered during the Fall semesters by Dr. Deen. This spring semester (2013) it is also being taught.

The course is an integral part of two graduate programs: Master degree in Music Education (online) and Master degree in Music Therapy. For students entering the Music Therapy program without a Bachelor's degree in Music Therapy, it is required course.

This past semester some changes were made to the course after the comments I received when presenting the MUS 140 – Acoustics of Music proposal. It became evident that this particular subject matter could be helpful for other music students. There was already one chapter in this area. Looking back at past semesters, this was the most difficult chapter for students to comprehend. Therefore, I split this chapter into three sections and added more materials. Either I had much brighter students this semester or the added materials/discussions were successful in helping them better understand the acoustical properties of music.

Another change made this semester was changing the Essay Questions for each module into reflection questions. Instead of asking a questions concerning a specific topic in the module, students were asked to reflect on the chapter, what they found important, and how they might incorporate the new information into their musical and/or career lives. I've found that this, too, has been a positive change. A number of the students have reported using some of the activities from the class for their middle-/high school classrooms AND the students responded very positively to the activities.

The materials included in this packet include:

1. MUS 555 – Syllabus
2. MUS 550 – Class Schedule (this is the schedule for Spring 2013; dates will be updated each time the class is taught)
3. Printout of the forms on eCATS
4. Signature Routing Log
5. Samples of materials/assessments used in the class
  - a. Discussion Forum Questions
  - b. Concert Activity description
  - c. Concert Observation Form
  - d. Clinical Observation Form
  - e. Final Project description
6. Samples from student reflections and discussion forums during Spring 2013.

## MUS 555 – Syllabus

Instructor: Dr. Diana Deen  
Email: [deen@uky.edu](mailto:deen@uky.edu); you can contact me via email or through the *Ask the Instructor* discussion forum. Response to questions is 24 hours, except for weekends.  
Office hours: by appointment

### Course Description (3 credit hours)

This course focuses on the roles of music in human life. Issues and research findings regarding what makes music and how human beings perceive and respond to musical sounds are examined. Critical thinking and reflection on topics such as music preferences, musical performance, and listening to music are meant to encourage the student to identify the relationship between music and human behavior. This course is suitable for students who are curious to learn about the influence of music on people. It is open to all students with or without musical training.

### Course Format

The course is designed for completion via the Internet. Students must meet the hardware and software requirements of the Distance Learning Program in order to enroll in this course. While there are no scheduled class times, the course should be viewed as vigorous and equivalent to other graduate courses where meetings occur regularly. The advantages of time flexibility, interaction with other students, and frequent one-on-one communication with the instructor are materialized only if the students work independently and steadily along with the course schedule.

### Student Learning Outcomes

At the end of the course, you will be able to:

1. Discuss the possible origins of music;
2. Explain the building blocks of music and acoustic properties of musical tones;
3. Describe how humans acquire musical understandings starting at infancy;
4. Describe the processes of physical sounds that are perceived as music;
5. Discuss the relationship between music and emotion;
6. Describe techniques and findings from music-related brain research;
7. Discuss issues related to performing music;
8. Express ideas regarding creative thinking in music;
9. Provide some implications of music on education;
10. Reflect on the role of music in your own personal experiences.

### Required Textbook

*Music, Thought, and Feeling: Understanding the Psychology of Music* by William Forde Thompson. NY: Oxford University Press, 2009.

In addition to the textbook, online resources are included. One in particular is the *Music Acoustics* website at the University of South Wales.  
(<http://www.phys.unsw.edu.au/jw/basics.html>)

## Technology Requirements

This course will be presented through Blackboard and will include text and video. Therefore, you will need Internet access that is adequate to stream video. Technical issues regarding Blackboard should be referred to the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>).

## Other Technology Contacts

Distance Learning Library Services – <http://www.uky.edu/Libraries/DLLS>

Carla Cantagallo, DL Librarian –

phone: 859-257-0550, ext. 2171;

long-distance: 800-828-0439, option # 6;

email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)

DL Interlibrary Loan Service:

[http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&lilib+id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib+id=16)

## Time Commitment

Class attendance is not required since this is an online course; however, each student is responsible to follow the schedule of reading and assignments very closely. Students are expected to spend 6 - 10 hours per module, including reading the textbook and working online. All interactions in the class will be via the Blackboard system.

## Deadlines are Critical

You may do work ahead of schedule, as the course materials will be posted at least one week in advance. However, do note in the Course Schedule dates for responding to discussion posts. All assignments and posts are due on the given dates and will be strictly followed. Grades will be given for late work. Your grade will be given on the basis of completion, submission on time, and the quality of work.

Download the Class Schedule and Rubrics pdf file and keep them close to your computer to remind you of what you need to be doing.

## Course Activities and Grading

- **Assignments (50%) - Due Each Week**

Students must complete assignments for each study module in the schedule. Assignments include but are not limited to:

  - 15% - Reading and related exercises (the Check Your Knowledge (CYK) quizzes).
  - 15% - Reflections (short essay) demonstrating your knowledge and application of the materials covered.  
*(Undergrads should show an understanding of the topic covered; graduate students should also include an explanation of an application of the topics, when possible these should relate to your career.)*
  - 20% - Discussion (entries in the Discussion Board) providing an opportunity to interact and learn from each other.  
*(Everyone should post a response to each question. Undergrads will reply to at least one response for each question from a classmate; graduate students should reply to at least two responses.)*
- **Book Report (20%)-Due Week 9**

Each student will read a book from a given list of books, or a book of your choice pre-approved by your instructor and

- 15% - Write a **book report** of **6-9 pages (4-7 pages for undergrads, double spaced, 12-point font)**, describing the highlights of the book content and your reaction and critiques of significant points.
- 5% - Write an **abstract** of your book report (200-250 words) to post on the Discussion Board. Write a response to three book abstracts written by your classmates.
- **Project (25%)-Due the Last Week of Class**  
Choose a topic related to any aspect of music psychology. This is where you can be creative. Use the course content for inspiration. You might do a mini-experiment, research a specific musical phenomenon, complete an analysis on musical influences on some socio-cultural events, design a lesson/clinical plan for your students/patients, etc. The project can be produced in various electronic forms: Word, Powerpoint, web site, Webquest, Podcast, Movie, etc.

The paper should be **12-15 pages (for graduate students OR 6-8 pages for undergrads), double spaced, 12-point font with 6 cited resources (for graduate students OR 4 for undergrads)**. Your instructor must approve the proposal.

- **Concert Activity (5%)**  
Each student must attend two concerts and write a report according to given guidelines and/or questions related to your reading.

#### **Grading Scale**

A	90-100%
B	80-89%
C	70-79%
D	60-69% (not used for graduate students)
F	below 59%

#### **Mid-term Grades (only for undergraduates in the class)**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

## Instructions for the Modules

Each module typically has four parts:

1. **Reading:** the chapter in the textbook you will be reading for a module.
2. **CYK - Check Your Knowledge:** a short quiz from the textbook - it is machine graded and you can take it multiple times.
3. **Reflection:** a short written reflection (approximately 500 words) considering your most significant discovery you made during this module and how you might incorporate it in your life and/or career.  
*(Undergrads should show an understanding of the topic covered; graduate students should also include an explanation of an application of the topics, when possible these should relate to your career.)*
4. **Discussion Forum:** these are reflection questions that you will share with the other students in the class through the Discussion Board.  
*(Everyone should post a response to each question. Undergrads will reply to at least one response for each question from a classmate; graduate students should reply to at least two responses.)*

### \*Notes:

1. Since we have no in-class discussions, the CYK, Reflections, and Discussion Board are used to provide a way to assess and share your thoughts and ideas with your classmates. As your professor, I will participate in the discussion forums as a participant. I will only intervene in my role as instructor if the discussion goes off topic or there is some misunderstanding of the material.
2. If you have never taken an online course before, be careful not to get behind. It is hard to catch up. Also, do not let the size of the book lull you into the belief that it can be read quickly. You may have some familiarity with the topics, but the writing style is very academic/research oriented, so it may take some time to get used to. If you ever have any questions/problems, contact me as soon as possible. I am more than willing to help you through the difficulties.
3. Also, a final hint, print out the calendar and keep it close to your computer. It can help you keep up-to-date with your readings and assignments.

**Course Policies:**

*(These are exact University statements, see specifics for this course above.)*

**Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences; (a) serious illness, (b) illness of death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a

defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1)

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please contact me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 3, Alumni Gym, 859-257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services to students with disabilities.

## MUSIC 550 CALENDAR – FALL 2013

(This is the calendar from the Special Topics version of the course. MUS 555 is the same, with dates being changed for the appropriate semester.)

WK	DATES Sunday	READING/TOPICS ASSIGNMENTS	POST DUE Fri	REPLY & REFLECTION DUE on Mon
1	8/28 – 31	Module 0: Getting Acquainted	8/30	9/2
2	9/1 – 7	Chapter 1: Introduction	9/6	9/9
3	9/8 – 14	Chapter 2: Origins of Music	9/13	9/16
4	9/15 – 21	Chapter 3a: Musical Building Blocks Post title for Book Report (9/21)	9/20	9/23
5	9/22 – 28	Chapter 3b: Musical Building Blocks	9/27	9/30
6	9/29 – 10/5	Chapter 3c: Musical Building Blocks	10/4	10/5
7	10/6 - 12	Book Report & Abstract (10/12)		
8	10/13 – 19	Chapter 4: Music Acquisition Topic for Research Project (10/19) <i>MIDTERM</i>	10/18	10/21
9	10/20 – 26	Chapter 5: Perceiving Music Structure	10/25	10/28
10	10/27 – 11/2	Concert Activity 1 (10/26)		
11	11/3 – 9	Chapter 6: Music and Emotion	11/8	11/11
12	11/10 – 16	Chapter 7: Music and the Brain Annotated Bibliography (11/12)	11/15	11/18
13	11/17 -23	Chapter 8: Performing Music	11/22	11/25
14	11/24 – 30	<i>Thanksgiving</i>		
15	12/1 – 7	Chapter 9: Composing Music	12/6	12/9
16	12/8 – 14	Chapter 10: Music and Other Abilities Research Project (12/10)	12/13	12/17
17	12/16 – 20	Finals Week – Everything is due Concert Activity 2 (12/20)		

GRADING		
Assignments	Total Points	Points per assignment
CYK (Check Your Knowledge)	120 points	10 pts x 12
Reflections	210 points	15 pts x 14
Discussion Board	210 points	15 pts x 14
Book Report	200 points	check rubric
Concert Reports	50 points	25 points x 2
Final Project	220 points	check rubric
<b>TOTALS</b>	<b>1010 points</b>	

900 above = A  
 800 – 899 = B  
 700 – 799 = C



<b>Grading Rubric for Book Report</b>		
Rubric	Due Date	Points Possible
Book chosen and title posted	9/21	15
Abstract posted	10/12	20
<b>BOOK REPORT – content (5 pages)</b>		--
critique of book		105
what you learned on book		20
conclusion with reflection		20
<b>BOOK REPORT – formatting</b>		--
Title page		5
correct grammar, spelling, and punctuation		15
<b>TOTAL</b>		<b>200</b>

<b>Grading Rubric for Final Report</b>		
Rubric	Due Date	Points Possible
Project topic posted	10/19	10
annotated bibliography (7 references, grad / 5 references, undergrad – minimum)	11/12	25
<b>RESEARCH PROJECT – content</b> (15 pages, grad / 8 pages, undergrad – minimum)		
Project content		130
Conclusion with reflection/further research possibilities		25
<b>RESEARCH PROJECT – formatting</b>		
Title page		5
Abstract		20
Bibliography page		5
<b>TOTAL</b>		<b>220</b>

\*The Research Project does not necessarily have to be a paper (video, game, lesson plan). The # of pages gives an idea of how much material should be in the project. Regardless of type of project, a title page, abstract, and bibliography in normal form are required.

<b>Grading Rubric for Concert or Music Therapy Observation Report</b>		
Rubric	Due Date	Points Possible
Report posted on time		2
Use of forms	1 <sup>st</sup> by 10/26	2
General info (stuff at top of forms)	2 <sup>nd</sup> by 12/20	1
Thoughtful answer to questions		20
<b>TOTAL</b>		<b>25 x 2</b>