



Syllabus

IDH 3035: Music Cognition Section RVJ 1231, Spring 2023



Dr. Ernesto Fernandez

Instructor Information

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Office: N/A

Office Hours: N/A

Turn Around: 24 Hours

**Course Time Zone | Eastern Standard Time (EST).
Course due dates are according to this time zone.**

General Information

Course Description and Purpose

For many of us, music is a powerful companion through life in the best and worst of times, and in everything in between. Why is this? This course will seek to answer this question by exploring the mental processes underlying musical behaviors and how emotion, environment, cognitive capacity, personality, individual differences, and other factors influence how we perceive music. This understanding will bring new insight to music lovers who want to increase their knowledge of, and appreciation for, both music and the brain.

This course examines human development with regard to how and when musical behaviors emerge and what methods improve musical practice. It takes a close look at how musicians' brains process audio signals differently from non-musicians. It also explores arguments for and against the notion that music-making is an evolutionary adaptation in humans. *Music Cognition* then looks at emotion, memory, and personality, including the link between emotional responses and the acoustic cues in music signals, strategies the brain uses for memorizing thousands of songs, the role music plays in preserving memories, and the significant ties between personality traits and musical preferences.

Course Objectives

Upon completing this course, students will have a deeper understanding of the complexities of the human brain with regard to music, in addition to developing their critical thinking skills and ability to evaluate scientific findings related to music and the brain.

Important Information

Policies

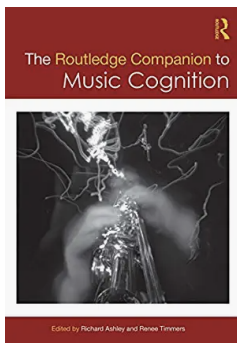
Before starting this course, please review the following pages:

- [Policies](#)
- [Netiquette \(https://online.fiu.edu/html/canvas/policies/\)](https://online.fiu.edu/html/canvas/policies/)
- [Technical Requirements and Skills](#)
- [Accessibility and Accommodation](#)
- [Panthers Care & Counseling and Psychological Services \(CAPS\)](#)
- [Academic Misconduct Statement](#)

Course Prerequisites

Prerequisite: Admission to The Honors College.

Textbook and Course Materials (Required)



The Routledge Companion to Music Cognition, 1st Edition

by Richard Ashley and Renee Timmers

Routledge Publishing, 2017

ISBN-10 : 0367876558

ISBN-13 : 978-0367876555

You may purchase your textbook online at the [FIU Bookstore](#)

(<http://fiu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=21551&catalogId=10001>).

Expectations of this Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

***** NO LATE WORK WILL BE ACCEPTED. ALL ASSIGNMENTS WILL CLOSE AT THE DUE DATE & TIME. PLEASE PLAN ACCORDINGLY. ONLY CERTAIN EMERGENCIES WILL BE CONSIDERED AS AN EXCUSE.*****

Students are expected to:

- **Review the Getting Started page** located in the course modules.
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion.
- **Take the practice quiz** to ensure that your computer is compatible with the learning management system, Canvas.
- **Interact** online with the instructor and peers.
- **Review** and follow the course calendar and weekly outlines.
- **Log in** to the course **3 times** per week.
- **Respond** to discussions by the due date specified.
- No late work will be accepted.
- Respond to emails within 1 day.
- **Submit** assignments by the corresponding deadline.

The instructor will:

- Log in to the course **3 times** per week.
- Respond to discussion postings within **3 days** of the deadline. Respond to **emails** within **24 hours**.
- Grade assignments within **3 days** of the assignment deadline.

Course Detail

Course Communication

Communication in this course will take place via the Canvas Inbox. Check out the [Canvas Conversations Tutorial \(https://vimeo.com/canvaslms/212en\)](#) or [Canvas Guide](#)

<https://community.canvaslms.com/docs/DOC-10574-4212710325>) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. I will respond to all correspondences within 24 hours.

Assignments

Please review the [important information about assignments](#) page.

*****All written assignments will be in MLA format and must use proper citation format. Assignments without proper format will be deducted half the points.*****

CRITICAL DISCUSSIONS (35 points)

There will be 5 critical discussions throughout the semester that will create a broader dialogue on a chosen topic/issue. Each critical discussion should explicitly and extensively connect to content discussed in the assigned reading. Each critical discussion answer will be posted in the Discussion Board under the respective discussion prompt. Detailed guidelines for critical discussions will be posted under the Course Materials section in Canvas.

QUIZZES (30 points)

There will be 6 quizzes throughout the semester that will test understanding of the reading material. Each quiz will be a combination of multiple-choice questions, true and false, fill in the blanks, and/or short answers.

RESEARCH PROJECT (35 points)

The culmination of your work in the course will be a research project on a topic of your choosing related to the course content. Because we will be covering so many topics as a class, the depth to which we can explore each of them is necessarily limited. The purpose of this project is to give you the opportunity to explore one topic in detail, and to independently apply the knowledge and skills gained during readings and class discussions.

Proposal: In order to help you focus your work and ensure the feasibility and timely completion of your project, you will compose a 2-page written proposal outlining the topic you chose for the final project, the purpose of the paper and questions you will address along with a preliminary list of sources. The proposal will be worth 5 points of the 35-point total. One page should be the outline and explanation of the topic chosen, and the second page should be a preliminary list of sources. At least five (5) scholarly sources must be used. The proposal and citations must be written in MLA format. A good starting point for choosing your topic should be the table of contents in the textbook.

Paper: Your research paper will consist of an 8-10 page written paper that addresses a topic of your choice related to the course material throughout the semester. Information should be collected from a variety of sources (primary research literature, reference material, multimedia, etc.), and must be incorporated into a coherent overview of your topic. The project should have 8-10 pages of content, excluding the cover page and the citations page. It should be written in MLA format using at least 5 scholarly sources (journals, textbooks, official websites, etc.). Wikipedia is **not** a scholarly source and should not be used as a reliable source of information. The final paper should expand on the proposal that was submitted earlier in the semester and the same topic should be used as in the proposal.

***Meets HC Student Learning Outcomes: Research Skill
Interdisciplinarity & Connectivity**

Grading

Each student accumulates points over the length of the semester. The final semester point total equals a letter grade based on the official FIU grade scale (Note: Please disregard the FIU Canvas percentage).

Course Requirements	Weight
Critical Discussions (5)	35 pts.
Quizzes (6)	30 pts.
Research Project Proposal	5 pts.
Research Project Final	30 pts.
Total	100 pts.

Letter Grade Distribution Table

Letter	Range (points)	Letter	Range (points)	Letter	Range (points)
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

Zoom Video Conference

Zoom is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct class introductions and to answer any questions about assignments throughout the semester.

Zoom Meetings will be held on the following dates/time:

- January 11th, 2023 at 7:00 PM ET
- February 16th, 2023 at 7:00 PM ET
- April 11th, 2023 at 7:00 PM ET

[Zoom Test Meeting Room](https://zoom.us/test) (<https://zoom.us/test>)

Use this link to access the Zoom Test Meeting Room. This meeting room is available to test out the software before joining an actual session.

Course Calendar

Course Time Zone | Eastern Standard Time (EST). Course due dates are according to this time zone.

Dates	Topics, Readings, & Resources	Activities Due
Week 1 1/9 - 1/13	Course Introduction Part I: Music from the Air to the Brain ZOOM Meeting: January 11th, 2023 at 7:00 PM ET	Practice Quiz Discussion 1 DUE (1/13)
Week 2 1/16 - 1/20	Part I: Music from the Air to the Brain	Quiz 1 DUE (1/20)
Week 3 1/23 - 1/27	Part I: Music from the Air to the Brain	Critical Discussion 1 DUE (1/27)
Week 4 1/30 - 2/3	Part II: Hearing & Listening to Music	Quiz 2 DUE (2/3)
Week 5 2/6 - 2/10	Part II: Hearing & Listening to Music	Critical Discussion 2 DUE (2/10)
Week 6 2/13 - 2/17	Part II: Hearing & Listening to Music ZOOM Meeting: February 16th, 2023 at 7:00 PM ET	Quiz 3 DUE (2/17)
Week 7 2/20 - 2/24	Part III: Making & Using Music	Research Project Proposal DUE (2/24)
Week 8 2/27 - 3/3	SPRING BREAK	NO CLASSES
Week 9 3/6 - 3/10	Part III: Making & Using Music	Critical Discussion 3 DUE (3/10)
Week 10 3/13 - 3/17	Part III: Making & Using Music	Quiz 4 DUE (3/17)
Week 11 3/20 - 3/24	Part IV: Developing Musicality	Critical Discussion 4 DUE (3/24)
Week 12 3/27 - 3/31	Part IV: Developing Musicality	Quiz 5 DUE (3/31)
Week 13 4/3 - 4/7	Part V: Musical Meanings	Critical Discussion 5 DUE (4/7)
Week 14 4/10 - 4/14	Part V: Musical Meanings ZOOM Meeting: April 11th, 2023 at 7:00 PM ET	Quiz 6 DUE (4/14)
Week 15 4/17 - 4/21	Course Wrap-up Final Research Project	Final Research Project DUE (4/21)

Honors College Policies & Requirements

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

RELIGIOUS OBSERVANCES

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

PHYSICAL, MENTAL, & SENSORY CHALLENGES

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus.

ACADEMIC MISCONDUCT

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical

to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at

<https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php>. Please refer to the following documents for additional information:

FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

STUDENT PORTFOLIOS

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning

and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements.

<http://honors.fiu.edu/current-students/portfolio/>

HONORS ENGAGEMENT

Requirements Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. Each activity has a point value. Students may select which events and activities they want to attend.

The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly.

<http://honors.fiu.edu/current-students/citizenship/>

COMMUNITY SERVICE

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above.

<http://honors.fiu.edu/current-students/community-service/>

HONORS EDUCATION IN THE ARTS (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets.

<http://honors.fiu.edu/current-students/hearts/>

RESOURCES

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu. Professional counselors are available for same-day appointments. Don’t wait to call

305-348-2277 to set up a time to talk or visit the online self-help portal.

GLOBAL LEARNING OUTCOMES

Upper Division classes have been designated as Global Learning courses. For questions regarding GL requirements, please contact Allen Varela at the Honors College.

GL LEARNING OUTCOMES FOR IDH 3035:

Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

Course Learning Outcome: Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape the music industry in diverse cultural contexts.

Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.

Course Learning Outcome: Students will be able to analyze the multiple global forces that shape their understanding of music — economic, political, sociological, technological, cultural, etc.

Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.

Course Learning Outcome: Students will be able to develop solutions to local, global, international, and/or intercultural problems related to the music industry.

