

University of Florida
School of Music

Psychology of Music

MUS 6685 (3 credit hours)

Spring 2026
Monday Periods 9 - 11
4:05 pm – 7:05 pm
MUB 145

Professor: Dr. Elizabeth Schultz

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Office: MUB 331

Office Hours: W 2 – 3 pm, or by appointment

Course Description

This course surveys the literature in the psychology of music with applications to music teaching and learning. Specific topics may include basic psychoacoustical processes, auditory perception, cognitive organization of musical sound, tonal and musical memory, neuroscience-based musical research, affective and physiological responses to music, learning theory, musical aptitude, developmental processes, and motivation.

Course Objectives

Through full participation in this course, students should be able to achieve the following objectives:

- Read, reflect, and discuss literature related to the psychology of music teaching and learning.
- Summarize and discuss research and other research-based sources that are related to the psychology of music teaching and learning.
- Demonstrate scholarly research and writing skills in an area of interest related to the psychology of music teaching and learning.

- Seek, summarize, and synthesize printed and electronic sources of music education, psychology for music, and other related fields.
- Demonstrate growth in scholarly writing and presenting skills.
- Utilize proper APA style in written and presented scholarly work.

Textbooks

REQUIRED

Levitin, D. J. (2006). *This is your brain on music: The science of human obsession*. Penguin Random House.

Woody, R. H. (2022), *Psychology for musicians: Understanding and acquiring the skills* (2nd ed.). Oxford University Press.

RECOMMENDED

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

FREE LIBRARY RESOURCE

Singh A. A. and Lukkarila, L. (2017). *Successful academic writing: A complete guide for social and behavioral scientists*. Guilford Press.

ADDITIONAL TEXTS OR RESOURCES

- Other online and reference reading materials will be provided through Canvas

Required Technology Capabilities

Throughout the semester, we will be using Canvas, Microsoft Word, Zoom, and other technology required for writing, recording, and creating an online website. To use these resources successfully, you will need to have a computer. The Microsoft suite is available for you to use for free as a student through [UF Information Technology](#).

Attendance

Prompt attendance is expected as a demonstration of professional commitment. The heart of education at the University of Florida is the teaching/learning interaction

between you, your peers in class, and your instructors. As a part of this belief, class attendance is regarded as an essential part of the “contract” between you and the University of Florida. Therefore, you are expected to attend all classes for which you are registered. If you know that you will be absent from class for any reason, you should speak with Dr. Schultz before your absence.

Make-Up Work Policy

Students are expected to submit all coursework on time. However, if an extension is needed, clear communication must occur **before** the date listed in Canvas or the syllabus. Without communicating with your instructor before submitting, late work will not be graded two weeks beyond a posted deadline.

Communication

Please use your UF email for all communication. If you are experiencing an emergency, please reach out at your earliest convenience.

All communication is expected to be professional and courteous. Please begin your email with a greeting and sign your name at the conclusion of the message. If you send an email to me during the week (M-F), you can expect a reply within 24 hours (barring any extenuating circumstances). I will not reply to emails on weekends.

Cell Phone & Technology Usage Policy

All mobile, laptop, or other smart devices are to be used for class-related purposes. Please turn off ringers and alarms during class. You should not be texting, surfing the web, listening to personal music, or using apps in class without communicating with your instructor.

I understand that some of you may be using AI to complete some parts of your assignments, but it is expected that any work you submit is not to be created beyond the planning stages using AI. If you have any questions or are unclear about what tasks can be completed using AI, please reach out to Dr. Schultz. Your AI usage should be a starting point or outline rather than the completed product.

Students Requesting Accommodations Due to Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation

letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honor Policy

Students are expected to do their own work, use their own words, and provide proper citations when using outside sources. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

It is expected that you are not using Generative AI to complete any substantial portion of a written assignment or any of an audio assignment. Unless you are given permission to use AI to complete an assignment, you should not be using AI.

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the professor in this class.

Course Evaluation

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s Canvas learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Thank you for serving as a partner in this important effort.

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Additional University of Florida [policy and resources can be viewed here](#).

Assignments

All assignments are due at the start of class time unless otherwise noted. Assignment extension requests should be sent PRIOR to the start of class. If you need an extension, I will do my best to accommodate any reasonable extension request. Without an extension request, late work will not be accepted beyond 14 days from the initial due date.

Assignment	Weight of Assignments
Applied Projects	15%
Reading Reflections	10%
Research Article Review (2)	15%
Review of Literature (5)	30%
Tests (2)	20%
Topic Discussion Leader	10%

Applied Projects: Written assignments that synthesize assigned listening, reading, and found materials that demonstrate competency with topics for the course. Additional details and examples of what you will be expected to do can be found in Canvas.

Reading Reflections: Written responses that demonstrate comprehension or assigned readings and/or listening. Additional details and examples of what you will be expected to do can be found in Canvas.

Research Article Reviews: Find and analyze two research articles on a topic of interest related to the psychology of music teaching and learning. Additional details and examples of what you will be expected to do can be found in Canvas.

Review of Literature: Write and present on a topic of interest related to the psychology of music teaching and learning. You will submit 5 separate assignments related to your Review of Literature: Topic and Annotated Bibliography, Outline and Concept Map, Peer-Review Draft, Presentation, and Final Draft. Additional details and examples of what you will be expected to do for each of the assignments can be found in Canvas.

Tests: Over the course of the semester, you will complete two take-home tests that provide you with an opportunity to synthesize research about a variety of topics.

Topic Discussion Leader: You will select from a variety of topics related to the psychology of music teaching and learning and lead a discussion in class (with or without visual and/or aural supports). As discussion leader, you will fully discuss your topic in an engaging way that thoroughly synthesizes material from a variety of sources. Additional details and examples of what you will be expected to do can be found in Canvas.

Grading Scale

Numerical Grade	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

COURSE CALENDAR

The course schedule both here and due dates in Canvas and should be consulted on a regular basis, as it will reflect any changes in content.

Date	Topic
January 12	Class Introduction and Overview; Research Overview; Music and Science
January 19	NO CLASS – MLK HOLIDAY
January 26	Musical Development
February 2	Motivation
February 9	Musical Practice and Musical Habits
February 16	Music Notation and Musical Learning/Remembering
February 23	Musical Expression and Interpretation
March 2	Musical Composition and Improvisation
March 9	Music Performance Anxiety
March 16	NO CLASS – SPRING BREAK
March 23	Musical Performer
March 30	Music Teaching
April 6	Music Listening
April 13	Lifelong Musical Engagement and Writing Workshop
April 20	Paper Presentations

****This syllabus is a guide and may be adjusted if needed during the semester****