

Term Information

Effective Term Summer 2023
Previous Value Spring 2023

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add 8 week session as course length.

Add Distance Learning as a mode of instruction

What is the rationale for the proposed change(s)?

These changes will allow greater flexibility in offering the course.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Music
Fiscal Unit/Academic Org School Of Music - D0262
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 6754
Course Title Cognitive, Social and Health Benefits of Music Engagement
Transcript Abbreviation Music Engagement
Course Description Students will become familiar with the focus and methodology of research on the effects of arts participation on individual and collective behaviors, traits, perceptions, health and well-being indicators, and selected neurophysiological processes.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 8 Week
Previous Value 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No

Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	50.0901
Subsidy Level	Doctoral Course
Intended Rank	Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- to develop students' curiosity about the nonmusical benefits of music engagement
- to provide an overview of past and current inquiry on the educational, therapeutic, and clinical uses of music and illustrate the diversity of research on the topic
- to explore possible applications of such research,
- to nurture an evidence-based approach to inquiry
- to introduce students to relevant methods of empirical research
- to develop an awareness of the limitations of such research
- to practice how to describe, analyze, summarize, and interpret research findings in aural and written modalities

Content Topic List

- Introduction
- Engagement of the Arts: United States data
- Context of music participation
- Cognitive benefits of art engagement
- Intellectual benefits of music instruction: ability and achievement
- Cognitive benefits of music engagement
- Health benefits of music engagement
- Health Benefits of arts participation
- Social effects of music engagements
- Music and prosocial behaviors
- Music and well being

COURSE CHANGE REQUEST
6754 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
01/09/2023

Sought Concurrence

No

Attachments

- MUS 6754 asc_distance_learning_syllabus_template_(updated 10-2022) 12 21 22.docx: Proposed DL Syllabus
(Syllabus. Owner: Banks,Eva-Marie)
- MUSIC 6754 asc-distance-approval-cover-sheet-fillable 12 21 22.pdf: ASC DL Approval form
(Other Supporting Documentation. Owner: Banks,Eva-Marie)
- MUSIC 6754 14-week syllabus 12 21 22.docx: current syllabus
(Syllabus. Owner: Banks,Eva-Marie)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Banks,Eva-Marie	01/04/2023 04:08 PM	Submitted for Approval
Approved	Leasure,Timothy Lee	01/04/2023 04:14 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/09/2023 03:44 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	01/09/2023 03:44 PM	ASCCAO Approval

SYLLABUS

MUS 6754

Cognitive, Social and Health Benefits of Music Engagement

Summer 2023 (8 weeks)

3 credit hours

Online with mandatory synchronous meeting Wednesdays 9:10 – 10:45

COURSE OVERVIEW

Instructor

Instructor: Eugenia Costa-Giomi

Email address: costa-giomi.1@osu.edu preferred contact method

Office hours: Wednesday 8:00 – 9:00 am or by appointment. Zoom office hours
<https://osu.zoom.us/j/97739221754?pwd=MG54NGpsR2RnYzFiaG9rUU53>

Prerequisites

None

Course description

In this course you will become familiar with the focus and methodology of research on the effects of music participation on individual and collective behaviors, traits, perceptions, health and well-being indicators, and selected neurophysiological processes. We will discuss the interpretation, impact applications and limitations of current and past research on the topic and its implications for the field of music.

Course learning outcomes

By the end of this course, students should successfully be able to:

- describe past and current inquiry on the educational, therapeutic, and clinical uses of music
- nurture an evidence-based approach to inquiry

Commented [ODEE1]: To Instructor: This template, which has been designed for digital accessibility, provides customizable instructor expectations for online and hybrid classes. See <https://go.osu.edu/online-syllabus> for further context and recommendations, included additional example items to customize.

- read empirical research published in a variety of scientific journals related to the nonmusical benefits of music engagement
- find applications of such research in their own personal and/or professional lives
- understand a variety of methodological approaches to common topics in the field
- be aware of the methodological limitations of such research
- describe, analyze, summarize, and interpret research findings related to the benefits of music engagement in aural and written modalities
- develop expertise in a topic of their choice

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online but requires a weekly on-line synchronous meeting session on Wednesdays 9:10 – 10:45 when you must be logged in to Zoom.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines.

Credit hours and work expectations: This is a **3-credit-hour 8-week course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 5.25 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 10.5 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation in the on-line weekly synchronous meeting. The following is a summary of students' expected participation:

- **Participating in online activities: REQUIRED.** You are expected to log in to the course in Carmen **AT LEAST TWICE PER WEEK** (identified in the Course Schedule as On-line 1 and On-line 2). During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Participating during synchronous Zoom meeting: REQUIRED.** You are expected to participate fully in the synchronous meeting every week (e.g., not performing other tasks during this dedicated time), and use video and audio throughout the meeting. If you have a situation that might cause you to miss a synchronous meeting or that prevents you from participating fully during a meeting, discuss it with me *as soon as possible*.
- **Zoom instructor office hours: OPTIONAL.** You are encouraged to note my office hours in your weekly schedule and attend as you have questions, but these sessions are optional.

Commented [ODEE2]: To instructor: Customize this section with information about your particular course context.

These expectations can vary widely between courses, depending on whether the participation is synchronous (live) or asynchronous (Carmen only), so your guidance in the syllabus can be crucial.

COURSE MATERIALS AND TECHNOLOGIES

Course technology

Commented [ODEE3]: To instructor: Customize this technology list with the requirements for this course.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
1. Analytical reviews	25
2. Weekly reflection	10
3. Article presentation	10
4. Article discussion	5
5. Writing feedback	5
6. Paper	40
7. Paper presentation	5
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

1. Analytical Review

Description: Write an analytical essay for each of the readings assigned for the On-line 1 class. Formulating relevant questions and trying to answer them is a good way to start the review process. I would like you to focus on conceptual questions rather than factual question, on the “why” and “how” rather than the “what.” Factual questions can be answered by the article itself or through a simple internet search. Analytical questions require contextual information, integrative thinking, understanding of the problem discussed in the article, and reflection on the topic. This is the stuff I would like you to think about! I expect to see your understanding and integration of the content of the readings as well as your ability to draw criticism and implications for what we do as musicians, psychologists, health providers, educators, researchers, or whatever your field may be. I may ask you to redo some of these reviews to practice and explore different way of approaching a problem or topic. 400 words per reading.

Grade: 25%. **Due Tuesdays 8:00 am.**

2. Weekly reflection and discussion

Description: Reflect and comment on the week’s topic by following these steps:

- (a) Post a 300-word review of the week’s topic drawing implications and applications for practice and research and raising questions for further discussion and/or research. Take into consideration your own Monday analytical review, the Wednesday group discussion, and your peers’ presentations and discussion questions. Point form is acceptable.
- (b) Respond to your peers’ reflections, supporting, criticizing, adding to their views, trying to answer their questions, or comparing them with your own. Provide short comments to at least four of your peers. 150+ words each.

Grade: 10%. **Due Tuesday 8:00 am.**

3. Article presentations

Description: You will be assigned to present two research articles that no one else is required to read. Record yourself presenting each article in 10 minutes and upload the presentations to Carmen Canvas by 8:00 am on Friday of your assigned weeks. Everybody will watch the videos and ask you questions. Respond to all questions promptly and before the following week’s synchronous meeting.

Grade: 10%. **Due Friday 8:00 am;** dates will be assigned individually.

4. Article discussion

Description: Watch the recorded presentations posted by your peers (posted Friday am) and pose a minimum of two questions and one comment to the presenter.

NOTE: When it is your turn to present an article, you are responsible for answering your peers' questions in the discussion board and to post questions and comments to other presenters.

Grade: 5%. **Due Tuesday 8:00 am**

5. Writing feedback

Description: Edit your peers' 1st draft of the review of literature. This is a very important task, one that will be helpful to you and your peers. Be honest and thorough as you identify possible problems with the writing and/or the content of the draft. Ask questions, provide suggestions, fix typos and mistakes, propose wording, challenge content and format. We are trying to help each other improve the papers and shape our thinking and writing so do not hold back on your comments and questions. Reviewing and providing feedback is an act of generosity!

Grade: 5%. **Due Week 6**

6. Paper

Description: Write a review of literature (10-pages max excluding cover page, reference list, figures, tables, appendix) on a topic that interests you following APA style. Introduce the topic and purpose of the review of literature first, and then review at least 12 research articles that report original research (no reviews of lit, commentaries on a study, or practitioners' views of a study, for example). In addition to the research articles, you may also include other material (commentaries, reviews, media reports, podcasts, websites, etc).

Use headings to organize the discussion of the main ideas and most relevant issues you identified. The focus of the review must be on the ideas put forth by the research rather than the articles themselves. In other words, do not describe each study one after the other one but elaborate on important concepts by referring to the studies and their findings. Integrate the findings, methodologies, purpose, or context of the studies, compare them, question them, support them, emphasize them, explain them, elaborate on them, propose alternative interpretations of them and other ways of answering relevant questions. Feel free to draw connections to your own field (music education, composition, nursing, psychology, etc). Conclude the review with a summary section of the main points of the review and suggestions for future work on the topic. Justify the relevance of your suggestions; do not just say "this could be done" it would be interesting to do this". Explain why it should be done and its significance, why it would be interesting to the world and not just you.

Include an abstract highlighting the main findings of your review (250 word max), a complete reference list of sources cited, and figures and tables if they are necessary for the understanding of the paper. The review of lit should have a meaningful title! Grade: 40%. **Due on the date of the final.**

In preparation for the writing of the paper, you will submit the following for feedback and not for grade:

- (a) one paragraph proposal + three references + the abstracts of the articles with relevant findings highlighted. **Due Week 4**
- (b) a 1.5-2-page draft of any section of the paper that includes at least 4 references Write two double-spaced pages of any part of the paper, not necessarily the beginning, following APA guidelines. This will allow you to familiarize yourself with this style of writing and your topic. The required reference list doesn't count towards the 2-page limit. **Due Week 6**

Please note that NOT submitting the preparatory materials will result in up to 10% lower grade in the paper (5% reduction for each of a and b above).

7. Paper Presentation

Description: Present your review of literature to the class using audiovisual materials. PowerPoint may be useful because it allows you to include audio and audiovisual examples. Show relevant tables and figures, play/show stimuli used. Your presentation should be interesting, relevant, informative, and insightful. Think of ways to capture our attention, teach us required jargon or concepts, and make us remember the main points of your presentation. Make sure you emphasize the main points. Upload a handout of your presentation that includes the list of references and the main points of your review (2 page max.). This assignment will be completed live during the synchronous meeting or pre-recorded and posted on Carmen Canvas. 10 minutes.

Grade: 5%. **Due Week 8**

Late assignments

Late submissions will not be accepted.

Commented [ODEE4]:
To Instructor: Fill this section in with your own late policy.

Grading scale

: A 93-100
: A- 90-93
: B+ 87-89
: B 84-86
: B- 80-83
: C+ 77-79
: C 74-76
: C- 70-73
: D+ 67-69
: D 60-66
: E <60

Commented [A15]: Please insert your grading scale here. For example, 100-93 A, 90-92.9: A-, etc.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.

Commented [ODEE6]: To instructor: The text in the following section is provided just as a suggestion. Fill in with your own policies.

- **Email:** I try to reply to email within 24 hours. If I don't, do not hesitate to resend; sometimes things get lost in cyberspace, my inbox, or my mind! Please be aware that I do not always read email during the weekends.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class.

- **Participation:** Be generous and brave in sharing your thoughts and creating an intellectually stimulating environment. The class will be as good as we all make it. Our joint investment in shaping our knowledge skills, and perspectives will make this course valuable for each of us.
- **Video and audio communication during synchronous meeting:** We communicate not just with our words but also with our gestures, posture, and other nonverbal cues. You are expected to participate fully in the synchronous meeting every week (e.g., not performing other tasks during this dedicated time), and use video and audio throughout the meeting. If you have a situation that might cause you to miss a synchronous meeting or that prevents you from participating fully during a meeting, discuss it with me *as soon as possible*.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** Please cite your sources in written communications!
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Recordings:** This course uses video and audio recordings of class lectures, student presentations, and related materials. These recordings are available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

Commented [ODEE7]: To instructor: The text in the following section is provided just as a suggestion. Fill in with your own policies. These expectations are appropriate for classes where discussion occurs in Carmen. Suggested language for Zoom-based classes: <https://go.osu.edu/odee-syllabus-discussion>

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The

term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Take into consideration the following:

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you’ve explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than they are.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, the work you turn-in must be yours. If you’re unsure about a particular situation, please ask ahead of time.

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Commented [A18]: Course dates must be filled in. If the course is going to be taught in multiple sessions, please fill in the dates for the first session the course will be taught.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	6/6 6/7 6/9	<p>Engagement in the Arts: United States data</p> <ul style="list-style-type: none"> • <u>On line 1</u> https://www.arts.gov/sites/default/files/when-going-gets-tough-revised2.pdf <p>Assignment 2</p> <ul style="list-style-type: none"> • <u>Synchronous</u> Introduction to the topic and context, content and goals of the class, syllabus. Instructor and students' introductions. Resources, including library services, databases, search engines, Canvas. <p>National reports on arts participation and arts education, local arts engagement efforts and trends, arts advocacy.</p> <ul style="list-style-type: none"> • <u>On-line 2</u> https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf <p>(Assignment 4)</p>
2	6/13 6/14 6/16	<p>The context of music engagement</p> <ul style="list-style-type: none"> • <u>On line 1</u> Costa-Giomi, E. (2012). Music instruction and children's intellectual development: The educational context of music participation. In The context of music engagement. In MacDonald, R., Kreutz, G., & Mitchell, L. <i>Music, Health and Wellbeing</i>, 339-355. Oxford University Press: London. <p>Assignments 2, 3 & 5</p> <ul style="list-style-type: none"> • <u>Synchronous:</u> Bangerter, A. & Heath, C. (2004). <u>The Mozart effect: Tracking the evolution of a scientific legend</u>. <i>British Journal of Social Psychology</i>, 43(4), 605-623. • <u>On-line 2</u> Kinney, D. W. (2019). Selected Nonmusic Predictors of Urban Students' Decisions to Enroll and Persist in Middle and High School Music Ensemble Electives. <i>Journal of Research in Music</i>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p><i>Education</i>, 67(1), 23–44. https://doi-org.proxy.lib.ohio-state.edu/10.1177/0022429418809972</p> <p>Elpus, K., & Abril, C. R. (2019). Who Enrolls in High School Music? A National Profile of U.S. Students, 2009–2013. <i>Journal of Research in Music Education</i>, 67(3), 323–338. https://doi-org.proxy.lib.ohio-state.edu/10.1177/0022429419862837</p> <p>(Assignment 4)</p>
3	<p>6/20</p> <p>6/21</p> <p>6/23</p>	<p>Cognitive benefits of music instruction: IQ</p> <ul style="list-style-type: none"> • <u>On-line 2</u> Assignments 3 & 5 • <u>Synchronous</u> Costa-Giomi, E. (1999). The effects of three years of piano instruction on children’s cognitive development. <i>Journal of Research in Music Education</i>, 47, 198 – 212. Costa-Giomi, E. (2015). The long-term effects of childhood music instruction on intelligence and general cognitive abilities <i>Update: Applications of Research in Music Education</i>. doi: 10.1177/8755123314540661 • <u>On-line 2</u> Barbaroux, M., Dittinger, E., & Besson, M. (2019). Music training with Démos program positively influences cognitive functions in children from low socio-economic backgrounds. PLoS ONE, 14:e0216874. https://doi.org/10.1371/journal.pone.0216874 Mosing, M. A., Madison, G. Pedersen, N. L., % Ullén, F. (2015). Investigating cognitive transfer within the framework of music practice: genetic pleiotropy rather than causality. <i>Developmental Science</i>, 18 504-512 doi doi.org/10.1111/desc.12306 Bigand, E. & Barbara Tillmann (2021). “Near and Far Transfer: Is Music Special?.” <i>PsyArXiv</i>. doi:10.31234/osf.io/gtnza <p>(Assignment 4)</p>
4		<p>Cognitive benefits of music learning: Executive Function, Achievement, Language Development, Motor skills, Self-Esteem</p> <ul style="list-style-type: none"> • <u>On-line 1</u>

Week	Dates	Topics, Readings, Assignments, Deadlines
	6/27	<p>White-Schwoch, T., Carr, K. W., Anderson, S., Strait, D. L., & Kraus, N. (2013). Older adults benefit from music training early in life: Biological evidence for long-term training-driven plasticity. <i>The Journal Of Neuroscience</i>, 33(45), 17667-17674. doi:10.1523/JNEUROSCI.2560-13.2013</p> <p>Martins, M., Neves, L, Rodrigues, P., Vasconcelos, O. Castro S.L. (2018). Orff-Based Music Training Enhances Children’s Manual Dexterity and Bimanual Coordination, <i>Frontiers in Psychology</i>, 9, 2616, doi 10.3389/fpsyg.2018.02616</p> <p>Assignments 2, 3 & 5</p>
	6/28	<ul style="list-style-type: none"> • <u>Synchronous</u> Costa-Giomi, E. (2004). The effects of three years of piano instruction on children’s self-esteem, academic achievement, and school performance. <i>Psychology of Music</i>. 32, 139-152. James, C. E., Zuber, S., Dupuis-Lorenzon, E., Abdili, L., Gervaise, D., & Kliegel, M. (2019). Formal string instrument training in a class setting enhances cognitive and sensorimotor development of primary school children. bioRxiv. https://doi.org/10.1101/829077 Sala, G & Gobet, F. (2020) Cognitive and Academic Achievement Benefits of Music Training with Children. <i>Memory & Cognition</i>, 48, 429–1441, https://doi.org/10.3758/s13421-020-01060-2 <p>Preparatory assignment 6 due (1¶ proposal + abstracts)</p>
	6/30	<ul style="list-style-type: none"> • <u>On-line 2</u> Bowmer, A., Mason; K., Knight; J., & Welch, G. (2018). Investigating the Impact of a Musical Intervention on Preschool Children’s Executive Function, <i>Frontiers in Psychology</i>, 9, 10.3389/fpsyg.2018.02389 Barbaroux, M., Dittinger, E., & Besson, M. (2019). Music training with Démos program positively influences cognitive functions in children from low socio-economic backgrounds. PLoS ONE, 14:e0216874 https://doi.org/10.1371/journal.pone.0216874 <p>(Assignment 4)</p>
5	7/3	Health benefits of music engagement: Alzheimer’s, Parkinson’s Disease, NICU, Surgery, Depression, Anxiety, Autism

Week	Dates	Topics, Readings, Assignments, Deadlines
	7/21	<ul style="list-style-type: none"> • On-line 2: <p>Holmes, C., Knights, A., Dean, C., Hodkinson, S., & Hopkins, V. (2006). Keep music live: Music and the alleviation of apathy in dementia subjects. <i>International Psychogeriatrics</i>, 18(4), 623–630. https://doi-org.proxy.lib.ohio-state.edu/10.1017/S1041610206003887</p> <p>Pedersen, S. K. A., Andersen, P. N., Lugo, R. G., Andreassen, M., & Sütterlin, S. (2017). Effects of music on agitation in dementia: A meta-analysis. <i>Frontiers in Psychology</i>, 8. https://doi-org.proxy.lib.ohio-state.edu/10.3389/fpsyg.2017.00742</p> <p>(Assignment 4)</p>
8	7/25	<p>Wrapping it up</p> <p><u>On-line 1</u> Assignment 3 & 5</p>
	7/26	<p><u>Synchronous</u>: Assignment 7: Student presentations of reviews of literature</p>
	7/27	<p><u>On-line 2</u>: Future directions. Final reflection. Assignment 5</p>
9	Date of Final	Assignment 7

Cognitive, Social, and Health Benefits of Music Engagement

Music 6754, 3 credits

Instructor: Dr. Eugenia Costa-Giomi **Email:** costa-giomi.1@osu.edu

Seminar: Wednesdays 4:10 – 6:48; Hughes 110

Office hours: Mondays 10:00 – 11:30 and by appointment; Hughes 106G

Course description: In this course we will become familiar with the focus and methodology of research on the effects of arts participation on individual and collective behaviors, traits, perceptions, health and well-being indicators, and selected neurophysiological processes. We will discuss the interpretation, impact applications and limitations of current and past research on the topic and its implications for the field of music.

Goals

- to develop students' curiosity about the nonmusical benefits of music engagement
- to provide an overview of past and current inquiry on the educational, therapeutic, and clinical uses of music and illustrate the diversity of research on the topic
- to explore possible applications of such research,
- to nurture an evidence-based approach to inquiry
- to introduce students to relevant methods of empirical research
- to develop an awareness of the limitations of such research
- to practice how to describe, analyze, summarize, and interpret research findings in aural and written modalities

GRADING:	100 – 93 A	83 – 80 B-	69 – 67 D+
	90 – 93 A-	79 – 77 C+	66 – 60 D
	89 – 87 B+	76 – 74 C	< 60 E
	86 – 84 B	73 – 70 C-	

Assignments:

- (1) **Participation:** there will be articles and discussions associated with each topic. Be prepared for lectures and discussion by reading these articles. Of course, you need to attend class to participate. But you also need to be able to formulate questions, answer questions, and share your ideas regularly. Be generous in sharing your thoughts and creating an intellectually stimulating environment.
- (2) **Weekly readings:** Each week, write a 1- to 2-page analytical/reflective essay on assigned readings. Formulating questions and trying to answer them is a good way to start the reflective process. You may be tempted to address factual information (e.g., What is fMRI?) when writing these short essays. However, I would like you to focus on more conceptual and broader questions that deal more with the “why” than the “what.” Factual questions can be answered by the article itself or through a simple internet search. Reflective questions require contextual information, integrative thinking, understanding of the problem discussed in the article, and reflection on the topic. This is the stuff I would like you to think about! I expect to see your understanding and integration of the content of the readings as well as your ability to draw criticism and implications for what we do as musicians, or educators or researchers. I may ask you to redo some of the

reflections to practice and explore different way of approaching a problem or topic. You may miss one of the reflections completely without penalties. Grade: 25%. **Reflections are due on Carmen Canvas weekly on Monday by 8:00 pm.**

- (3) Weekly discussion: You will comment on the reflections of your peers, supporting, criticizing, and adding to their views, or trying to answer their questions, or comparing them with your own. You may choose to provide four short comments (i.e., 100 – 150 words) to the reflection of other students, or two long ones (250 – 300 words). Grade: 10%. **Post your comments weekly on Carmen Canvas by Tuesday at 10:00 pm.**
- (4) Article presentations: You will be assigned to read two articles that no one else is required to read. Record yourself presenting each article in 10 minutes and upload it to Carmen Canvas so that everybody can watch it and comment on it. Grade: 10% **Variable due dates; to be assigned.**
- (5) Writing feedback: You will edit your peers' first draft. This is a very important task, one that is helpful to you and to your peers. Be honest and merciless as you identify problems with the writing and/or the content of the draft. Ask questions, provide suggestions, fix typos and mistakes, propose wording, etc. We are trying to help each other improve the papers! Grade: 5%. **Due in class Week 11.**
- (6) Paper. Write a review of literature (10-pages max excluding cover page, reference list, figures, tables, appendix) on a topic that interests you. Introduce the topic and purpose of the review of literature first, and then review at least 12 research articles that report original research (no reviews of lit, commentaries on a study, or practitioners' views of a study, for example). In addition to the research articles, you may also include other material (commentaries, reviews, media reports, podcasts, etc).

Use headings to organize the discussion of the main ideas and most relevant issues you identified. The focus of the review must be on the ideas put forth by the research rather than the articles themselves. In other words, do not describe each study one after the other one but elaborate on important concepts by referring to the studies and their findings. Integrate the findings, methodologies, purpose, or context of the studies, compare them, question them, support them, emphasize them, explain them, elaborate on them, propose alternative interpretations of them and other ways of answering relevant questions. Feel free to draw connections to your own field (music education, composition, etc). Conclude the review with a summary section of the main points of the review and suggestions for future work on the topic. Justify the relevance of your suggestions; do not just say "this could be done" it would be interesting to do this". Explain why it should be done and its significance, why it would be interested to the world (and not just you).

Include an abstract highlighting the main findings of your review (250 word max), a complete reference list of sources cited, and figures and tables if they are absolutely necessary for the understanding of the paper. The review of lit should have a meaningful title! Grade: 40%. **Due on the date of the final or a week after our last class meeting, whatever is the latest.**

In preparation for the writing of the paper, you will submit the following for feedback and not grade:

- (a) one paragraph proposal + three references + the abstracts of the articles **due on Week 8**

(b) a 1.5-2-page draft of any section of the paper that includes at least 4 references **due on Week 11**

Please note that NOT submitting the preparatory materials will result in up to 20% lower grade in the paper (10% reduction for each of a and b above).

(7) Paper presentation. Present your review of literature to the class using audiovisual materials. Powerpoint may be particularly appropriate because it allows you to include audio and audiovisual examples easily but is not required. Show relevant tables and figures, play/show stimuli used. Your presentation should be interesting, relevant, informative, and insightful. Think of ways to capture our attention, teach us required jargon or concepts, and make us remember the main points of your presentation. Make sure you emphasize the main points! Distribute a handout to your classmates that include the list of references and the main points of your review (1 page max.). 10-15 minutes. Grade: 10%. **Due on Week 13.**

General Rules:

Assignments are due before or in class.

Written work should be typed, 12-point Times New Roman font, 1' margins, single-spaced. Final paper should conform to APA guidelines.

I try to reply to email within 24 hours. If I don't, do not hesitate to resend; sometimes things get lost in cyberspace, my inbox, or in my mind! Please be aware that I do not always read email during the weekends.

I understand that there are emergencies and unusual circumstances that may prevent you from being in class. Save the rare absence for when those occasions arise. If you must miss a class, propose a way to make up for the work missed including the discussion and original presentations of your peers that occur in class. Do this by email and seek my approval.

Academic Integrity: Plagiarism is taken very seriously at OSU. If you use words or ideas that are not your own, you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding OSU Code of Student Conduct.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

CALENDAR

Wk 1 Introduction to the topic and context, content and goals of the class, syllabus.
Instructor and students' introductions
Resources, including library services, databases, search engines, Canvas.

Wk 2 Engagement in the Arts: United States data

Reading:

<https://www.arts.gov/sites/default/files/when-going-gets-tough-revised2.pdf>

Wk 3 The context of music participation

Costa-Giomi, E. (2012). Music instruction and children's intellectual development: The educational context of music participation. In MacDonald, R., Kreutz, G., & Mitchell, L. *Music, Health and Wellbeing*, 339-355. Oxford University Press: London.

Wk 4 Cognitive benefits of art engagement

Readings: <https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>

Bangerter, A. & Heath, C. (2004). [The Mozart effect: Tracking the evolution of a scientific legend](#). *British Journal of Social Psychology*, 43(4), 605-623.

Wk 5 Intellectual benefits of music instruction: ability and achievement

Reading:

- Costa-Giomi, E. (2015). The long-term effects of childhood music instruction on intelligence and general cognitive abilities *Update: Applications of Research in Music Education*. doi: 10.1177/8755123314540661
- Costa-Giomi, E. (2004). The effects of three years of piano instruction on children's self-esteem, academic achievement, and school performance. *Psychology of Music*. 32, 139-152.

Wk 6 Cognitive benefits of music engagement

Article presentations (you will read and present only one of these)

- Martins, M., Neves, L, Rodrigues, P., Vasconcelos, O. Castro S.L. (2018). Orff-Based Music Training Enhances Children's Manual Dexterity and Bimanual Coordination, *Frontiers in Psychology*, 9, 2616, doi 10.3389/fpsyg.2018.02616
- Bowmer, A., Mason; K., Knight; J., & Welch, G. (2018). Investigating the Impact of a Musical Intervention on Preschool Children's Executive Function, *Frontiers in Psychology*, 9, 10.3389/fpsyg.2018.02389
- Barbaroux, M., Dittinger, E., & Besson, M. (2019). Music training with Démos program positively influences cognitive functions in children from low socio-economic backgrounds. PLoS ONE, 14:e0216874.
[Khttps://doi.org/10.1371/journal.pone.0216874](https://doi.org/10.1371/journal.pone.0216874)
- James, C. E., Zuber, S., Dupuis-Lorenzon, E., Abdili, L., Gervaise, D., & Kliegel, M. (2019). Formal string instrument training in a class setting enhances cognitive and sensorimotor development of primary school children. bioRxiv.
<https://doi.org/10.1101/829077>
- Mosing, M. A., Madison, G. Pedersen, N. L., % Ullén, F. (2015). Investigating cognitive transfer within the framework of music practice: genetic pleiotropy rather than causality. *Developmental Science*, 18 504-512 doi doi.org/10.1111/desc.12306
- Bigand, Emmanuel, and Barbara Tillmann. 2021. "Near and Far Transfer: Is Music Special?." PsyArXiv. February 12. doi:10.31234/osf.io/gtnza
- Sala, G & Gobet, F. (2020) Cognitive and Academic Achievement Benefits of Music Training with Children. *Memory & Cognition*, 48, 429–1441,
<https://doi.org/10.3758/s13421-020-01060-2>

Wk 7 Health benefits of music engagement

- No reading today! Introductory lecture: the basics (neurology, physiological measures, music therapy, research designs in the medical field)
- Proposal due: One paragraph topic description and 3 references + abstracts due.

Wk 8 Health benefits of music engagement: Alzheimer's Disease, Parkinson's Disease, NICU, Surgery, Depression, Anxiety, Autism, (propose other areas of interest)

Article presentation due: You will read and present one of these:

Fancourt, D., Perkins, R., Ascenso, S., Carvalho, L. A., Steptoe, A., & Williamon, A. (2016). Effects of group drumming interventions on anxiety, depression, social resilience and inflammatory immune response among mental health service users. *Plos ONE*, *11*(3), 307-323. doi:10.1177/0305735614566841

Zoteyeva, V., Forbes, D., & Rickard, N. S. (2016). Military veterans' use of music-based emotion regulation for managing mental health issues. *Psychology Of Music*, *44*(3), 307-323. doi:10.1177/0305735614566841

Standley, J. M. (2012). A discussion of evidence-based music therapy to facilitate feeding skills of premature infants: The power of contingent music. *The Arts In Psychotherapy*, *39*(5), 379-382. doi:10.1016/j.aip.2012.06.009

White-Schwoch, T., Carr, K. W., Anderson, S., Strait, D. L., & Kraus, N. (2013). Older adults benefit from music training early in life: Biological evidence for long-term training-driven plasticity. *The Journal Of Neuroscience*, *33*(45), 17667-17674. doi:10.1523/JNEUROSCI.2560-13.2013

Warth, M. et al. (2021). "Song of Life": Results of a multicenter randomized trial on the effects of biographical music therapy in palliative care. *Palliative Medicine* 1–11, DOI: [10.1177/02692163211010394](https://doi.org/10.1177/02692163211010394)

[Karatekin, B.D.](#) & [Icagasioglu](#) (2021). The effect of therapeutic instrumental music performance method on upper extremity functions in adolescent cerebral palsy, *Acta Neurol Belg.* 1-11 doi: 10.1007/s13760-021-01618-0.

Wk 9: Health benefits of arts participation: Guest speaker
Readings: TBD

Wk 10 Social effects of music engagement
VOLUNTEER REQUEST: Draft of paper. 1.5- 2 pages, minimum of 4 references.

Reading: Alemán, X., Duryea, S., Guerra, N.G. et al. (2017). The Effects of Musical Training on Child Development: a Randomized Trial of "El Sistema" in Venezuela. *Prevention Science* *18*: 865. <https://doi.org/10.1007/s11121-016-0727-3>

Wk 11 Music and prosocial behaviors
Draft of paper and peer's comments due

Cirelli LK, Trehub SE, Trainor LJ. (2018). Rhythm and melody as social signals for infants. *Annals of the New York Academy of Science*. doi: 10.1111/nyas.13580.

Kirschner, S. & Tomasello, M. (2010). Joint music making promotes prosocial behavior in 4-year-old children. *Evolution and Human Behavior* *31*. 354–364. doi:10.1016/j.evolhumbehav.2010.04.004

Wk 12 Music and well-being
Reading:

Aronoff, U., & Gilboa, A. (2015). Music and the closet: The roles music plays for gay men in the 'coming out' process. *Psychology Of Music*, 43(3), 423-437.
doi:10.1177/0305735613515943

Pitkäniemi, E., Pitkäniemi, A. Siponkoski, S., Maarit Jansson, Louhivuori, J., Johnson, J., Paajanen, T. & Särkämö, T. (2021). Beneficial effects of choir singing on cognition and well-being of older adults: Evidence from a cross-sectional study. *Plos One*.
<https://doi.org/10.1371/journal.pone.0245666>

Wk 13 & 14 Wrapping it up: review of methods, content, limitations and applications of research on the benefits of music engagement; interpretation and dissemination; future directions.

Student presentation of review of literature due

Finals week Paper due

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.