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

Sought Concurrence   No

Attachments

- 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)

- R MUS 6754 asc_distance_learning_syllabus_template_(updated 10-2022) 12 21 2254 1 30 23.docx: Proposed revised syllabus

  (Syllabus. Owner: Banks,Eva-Marie)

Comments

- Hi Eva and Tim,

  There appears to be 2 "revised" syllabi uploaded that are for the DL version of the course, one uploaded on 01/30 by Eva and one uploaded 02/03 by Tim. Can you please clarify which is the correct syllabus for the Panel and remove the extra? Thank you! Please don't hesitate to reach out to me at hilty.70 if you have any questions. -Michael *(by Hilty,Michael on 02/03/2023 03:48 PM)*

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
Revision Requested	Hilty,Michael	01/26/2023 10:55 AM	ASCCAO Approval
Submitted	Banks,Eva-Marie	01/30/2023 11:16 AM	Submitted for Approval
Approved	Leasure,Timothy Lee	02/03/2023 10:47 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/03/2023 12:07 PM	College Approval
Revision Requested	Hilty,Michael	02/03/2023 03:48 PM	ASCCAO Approval
Submitted	Leasure,Timothy Lee	02/06/2023 10:43 AM	Submitted for Approval
Approved	Leasure,Timothy Lee	02/21/2023 04:04 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/21/2023 04:08 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/21/2023 04:08 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

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

- 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) in addition to 10.5 hours of homework (reading and assignment preparation) to receive a grade of (C) average.

The 5.25 hours of direct instruction in this course are distributed in three weekly sessions identified as On-line 1, Synchronous, and On-line 2 in the syllabus. You may expect spending approximately 95 minutes interacting with the instructor and peers live or through the Carmen site during each of these sessions. The on-line discussions, presentations, guided readings, and reflections managed in Carmen will generate feedback and commentary from the instructor and peers. These activities will complement the lectures and live discussions of our Synchronous session.

Please note that the completion of assignments will require that you invest an additional 10 hours of work per week on average. These average time estimates are provided to help you organize your schedule, but it is possible that you may need more or less time to complete the activities and assignments.

Attendance and participation requirements: Because this is an online course, your attendance is based both on your online activity as well as 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.Course materials and technologies

Course technology

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)](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 1class. 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 you 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 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 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.

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

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**.**

- **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.

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 Greeneville 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. 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 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.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	6/6 6/7 6/9	**Engagement in the Arts: United States data** • On line 1 https://www.arts.gov/sites/default/files/when-going-gets-tough-revised2.pdf **Assignment 2** • Synchronous 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. National reports on arts participation and arts education, local arts engagement efforts and trends, arts advocacy. • On-line 2 **https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf** (Assignment 3)
2	6/13 6/14 6/16	**The context of music engagement** • On line 1 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. *Music, Health and Wellbeing,* 339-355. Oxford University Press: London. **Assignments 2, 4 & 5** • Synchronous: Bangerter**,** A. & Heath, C. (2004). The Mozart effect: Tracking the evolution of a scientific legend. *British Journal of Social Psychology, 43(4)*, 605-623. • On-line 2 Kinney, D. W. (2019). Selected Nonmusic Predictors of Urban Students' Decisions to Enroll and Persist in Middle and High School

Week	Dates	Topics, Readings, Assignments, Deadlines
		Music Ensemble Electives. *Journal of Research in Music Education, 67*(1), 23–44. https://doi-org.proxy.lib.ohio-state.edu/10.1177/0022429418809972 Elpus, K., & Abril, C. R. (2019). Who Enrolls in High School Music? A National Profile of U.S. Students, 2009–2013. *Journal of Research in Music Education, 67*(3), 323–338. https://doi-org.proxy.lib.ohio-state.edu/10.1177/0022429419862837 (Assignment 3)
3	6/20 6/21 6/23	**Cognitive benefits of music instruction: IQ** • <u>On-line 1</u> **Assignments 4 & 5** • <u>Synchronous</u> Costa-Giomi, E. (1999). The effects of three years of piano instruction on children's cognitive development. *Journal of Research in Music Education, 47*, 198 – 212. 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 • <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. *Developmental Science, 18* 504-512 doi doi.org/10.1111/desc.12306 Bigand, E. & Barbara Tillmann (2021). "Near and Far Transfer: Is Music Special?." *PsyArXiv.* doi:10.31234/osf.io/gtnza (Assignment 3)

Week	Dates	Topics, Readings, Assignments, Deadlines
4	**6/27** **6/28** **6/30**	**Cognitive benefits of music learning: Executive Function, Achievement, Language Development, Motor skills, Self-Esteem** • <u>On-line 1</u> 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 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 **Assignments 2, 4 & 5** • <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. *Psychology of Music. 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. *Memory & Cognition, 48*, 429–1441, https://doi.org/10.3758/s13421-020-01060-2 **Preparatory assignment 6 due** (1¶ proposal + abstracts) • <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, *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 https://doi.org/10.1371/journal.pone.0216874

Week	Dates	Topics, Readings, Assignments, Deadlines
		(Assignment 3)
5	7/3 7/5 7/7	**Health benefits of music engagement: Alzeheimer's, Parkinson's Disease, NICU, Surgery, Depression, Anxiety, Autism** • <u>On-line 1</u> 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 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). https://doi-org.proxy.lib.ohio-state.edu/10.1371/journal.pone.0151136 **Assignments 2, 4 & 5** • <u>Synchronous</u> APA writing of a review of literature & discussion of proposals • <u>On-line 2</u> 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 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 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. (Assignment 3)

Week	Dates	Topics, Readings, Assignments, Deadlines
6	**7/11**	**Social effects of music engagement** • <u>On-line 1</u> 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 **Assignments 2, 4 & 5**
	7/12	• <u>Synchronous</u> 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 **Assignment 6 & 1st draft of review of lit**
	7/14	• <u>On-line 2</u> Cirelli LK, Trehub SE, Trainor LJ. (2018). Rhythm and melody as social signals for infants. *Annuals of the New York Academy of Science.* doi: 10.1111/nyas.13580. Dell'Anna, A., Rosso, M., Bruno, V., Garbarini, F., Leman, M., & Berti, A. (2021). Does musical interaction in a jazz duet modulate peripersonal space? *Psychological Research, 85*(5), 2107–2118. https://doi-org.proxy.lib.ohio-state.edu/10.1007/s00426-020-01365-6 (Assignment 3)
7	**7/18**	**Music and well-being** • **On-line 1:** 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 **Assignments 2, 4 & 5**

Week	Dates	Topics, Readings, Assignments, Deadlines
	7/19	• **Synchronous** Lense, M. D., Beck, S., Liu, C., Pfeiffer, R., Diaz, N., Lynch, M., Goodman, N., Summers, A., & Fisher, M. H. (2020). Parents, peers, and musical play: Integrated parent-child music class program supports community participation and well-being for families of children with and without autism spectrum disorder. Frontiers in Psychology, 11. https://doi-org.proxy.lib.ohio-state.edu/10.3389/fpsyg.2020.555717
	7/21	• **On-line 2:** Holmes, C., Knights, A., Dean, C., Hodkinson, S., & Hopkins, V. (2006). Keep music live: Music and the alleviation of apathy in dementia subjects. International Psychogeriatrics, 18(4), 623–630. https://doi-org.proxy.lib.ohio-state.edu/10.1017/S1041610206003887 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. Frontiers in Psychology, 8. https://doi-org.proxy.lib.ohio-state.edu/10.3389/fpsyg.2017.00742 (Assignment 3)
8	**7/25** **7/26** **7/27**	**Wrapping it up** On-line 1 **Assignment 4 & 5** Synchronous: **Assignment 7:** Student presentations of reviews of literature On-line 2: Future directions. Final reflection. **Assignment 5**
9	**Date of Final**	**Assignment 7**

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 an 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.

THE OHIO STATE UNIVERSITY

☐ 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):

THE OHIO STATE UNIVERSITY

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.

THE OHIO STATE UNIVERSITY

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.

THE OHIO STATE UNIVERSITY

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.

THE OHIO STATE UNIVERSITY

☐ 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.

THE OHIO STATE UNIVERSITY