



MECO211

Music and Arts Journalism

S2 Day 2015

Dept of Media, Music & Cultural Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	7
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	9
<u>Changes from Previous Offering</u>	11

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General Information

Unit convenor and teaching staff

Unit convenor

Kate Rossmanith

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Contact via email

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TBA

Credit points

3

Prerequisites

15cp

Corequisites

MAS215

Co-badged status

Unit description

We all know what we like, and what we don't like, but writing insightfully about the creative arts requires high levels of expressive skills and knowledge. In this unit students produce album, concert and event reviews and reports, and other forms of writing about the arts. Lectures examine a range of long and short form review and arts writing and criticism, across both print and broadcast media.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Identify and critique key issues raised in the production of music and arts journalism

Develop creative arts journalism through in-depth relevant research using a variety of methodologies

Apply unique methods of presenting research in writing for a general readership

Construct and write stories yourself that fall into the broad category of music and arts journalism

Assessment Tasks

Name	Weighting	Due
Research Portfolio	25%	22/09/15
Final article	40%	04/11/15
Test	25%	07/09/15
Writing exercises	10%	Ongoing

Research Portfolio

Due: **22/09/15**

Weighting: **25%**

Task: Submit a research portfolio plus 600-word research report. Details of this assessment will be made available in Week 1.

Marking criteria:

- Demonstrated ability to conduct in-depth, relevant research using a variety of methodologies
- Demonstrated ability to synthesise this research by focusing on one or two key themes to have emerged from it
- Demonstrated ability to reflect on the relevance of such research to your proposed creative arts article

Submission:

This assignment must be submitted in the boxes in the foyer of W6A by 5pm on Tuesday 22 September 2015.

Late Submission: A late penalty of 10% per day will be applied.

Extensions: Extensions will only be granted by the unit convenor in line with university policy.

Turn It In: This unit does NOT use Turn It In.

On successful completion you will be able to:

- Develop creative arts journalism through in-depth relevant research using a variety of methodologies
- Apply unique methods of presenting research in writing for a general readership

Final article

Due: **04/11/15**

Weighting: **40%**

Your task is to write a 2000-word article suitable for publication in a newspaper, magazine, street press, zine, blog, website etc, or suitable to be read on a radio or television arts and culture-type program. This is not a university essay and does not require footnotes and bibliography. Further details of the essay assignment will be distributed in Week 1.

Marking Criteria:

- Demonstrated ability to write vividly without using cliches, 'showing' not 'telling', and an awareness of nuances of meaning
- Evidence of intellectual investigation
- Demonstrated ability to synthesise in-depth research into a compelling, well-structured story
- Evidence that the writer has taken creative risks, both in choice of research/writing topic, and in the writing itself
- Demonstrated ability to write grammatically correct sentences, following accepted English syntax and punctuation.
- Evidence of a 'voice' in the piece – a consistent, warm, trust-worthy sense of authority

Submission: This assignment must be submitted in the boxes in the foyer of W6A by 5pm on Wednesday 4 November.

Late Submission: A late penalty of 10% per day will be applied.

Extensions: Extensions will only be granted by the unit convenor in line with university policy.

Turn It In: This unit does NOT use Turn It In.

On successful completion you will be able to:

- Develop creative arts journalism through in-depth relevant research using a variety of methodologies
- Apply unique methods of presenting research in writing for a general readership
- Construct and write stories yourself that fall into the broad category of music and arts journalism

Test

Due: **07/09/15**

Weighting: **25%**

During the course of the semester you will be required to complete an in-class test (worth 25% of your overall mark). The test will take place during the Week 7 lecture (Monday 7 September at 2pm). Students will answer questions based on the lecture content for the unit, as well as on the readings. The test is designed to assist you in demonstrating your knowledge of the unit content as a whole. You will be given 40 minutes in which to write your responses. You are strongly advised to complete all set readings and attend all lectures.

Failure to sit the in-lecture test will result in a mark of zero (0). If you miss the test due to a medical issue then you will be given the opportunity to sit the test at a later date. In such cases you must supply a medical certificate. Please note that medical certificates issued a significant period after the date of illness may not be accepted as these may be contrary to AMA guidelines for issuing medical certificates (<http://ama.com.au/system/files/node/6505/Guidelines+for+Medical+Practitioners+on+Certificates+Certifying+Illness+2011.pdf>).

Marking Criteria:

- Demonstrated understanding of the question
- Demonstrated knowledge of lecture and reading materials
- Application of materials to set question

Submission:

In-class test responses will be handwritten and submitted to the lecturer during the lecture.

On successful completion you will be able to:

- Identify and critique key issues raised in the production of music and arts journalism

Writing exercises

Due: **Ongoing**

Weighting: **10%**

The weekly writing workshops are the practical core of this course, so it is essential that the writing exercises be done and brought along in suitable form each week. Each week's exercise (numbering 5 in total) must be typed (double-spaced), and you must bring 8 copies to your tutorial for workshopping. A schedule of weekly exercises will be handed out in Week 1. Write approximately 200 words for each exercise.

Marking Criteria:

- Demonstrated ability to write grammatically correct sentences, following accepted English syntax and punctuation.
- Demonstrated ability to write vividly without using cliches, 'showing' not 'telling', and an awareness of nuances of meaning
- Evidence of having understood the set task

Submission: To be handed to your tutor each week during your tutorial. Failure to submit by the

end of each tutorial will result in a loss of marks.

Extensions: Extensions can only be granted by the tutor in line with university policy.

On successful completion you will be able to:

- Apply unique methods of presenting research in writing for a general readership
- Construct and write stories yourself that fall into the broad category of music and arts journalism

Delivery and Resources

Lectures take place on Mondays at 2pm in W5A T2.

Lectures for this unit begin in Week 1. Tutorials commence in Week 2.

Technology used: iLearn

Required unit materials: the readings for this unit will be available on Macquarie University library's e-Resources.

To complete the unit satisfactorily, students must submit all assessment tasks and achieve at least a pass grade for their overall grade for the unit.

Readings: (** is essential; * is recommended)

- * Hickey, Dave (1997) *Air guitar*, Santa Monica: Art Issues Press, pp. 146-154
- * Malcolm, Janet (2014), 'The Book Refuge', *The New Yorker*, 23 June 2014 (<http://www.newyorker.com/magazine/2014/06/23/the-book-refuge>)
- ** Berry, Vanessa (2013) *Ninety 9*, Giramondo Press: Sydney, pp. 10-23
- ** Lucas Ihlein (2008) 'At the Cemetery', *Bon Scott Blog* (<http://www.bonscottblog.com/2008/02/20/at-the-cemetery/>)
- ** Reel, Monte (2014) 'The Brazilian bus magnate who's buying up all the world's vinyl records', *The New York Times*, 8 August
- ** Schaefer, Kerrie (1998) 'Analysing Contemporary Performance: The Case of *Whatever Happened to Baby Jane?*', *About Performance: Working Papers 4*, University of Sydney, pp.37-42
- ** Manley, Pauline (2010) 'Spring Dance 2010: Reflections on Self and Body', *Realtime* Issue 100. (<http://www.realtimearts.net/article/100/10116>)
- * McAuley, Gay (1998) 'Performance Analysis: Theory and Practice', *About Performance: Working Papers 4*, University of Sydney, p.1-11
- ** Law, Benjamin (2013) 'Eddie Perfect Unleashes the Beast', *The Monthly*, October, pp. 24-29
- ** Capote, Truman (1957/2007) 'The More Sensitive you are, the more certain you are to

be brutalised', *The Guardian*, 11 September 2007 (<http://www.theguardian.com/theguardian/2007/sep/11/greatinterviews>)

- ** Carl Wilson (2007), *Celine Dion's Let's Talk About Love: A journey to the end of taste*, Bloomsbury, pp. 1-10
- ** Anwen Crawford (2009) 'The Monarch of Middlebrow', *Overland*, Issue 197, Summer 2009
- * Christgau, Robert (2005) 'Writing about music is writing first', *Popular Music*, Vol 24 (3): 415-421
- ** Cole, Susan Letzler (1992) *Directors in Rehearsal: A Hidden World*, Routledge, pp. 1-34.
- * Rossmanith, Kate (2009) 'Making Theatre-Making: Fieldwork, rehearsal and performance preparation', *Reconstruction: Studies in Contemporary Culture*, vol. 9, no. 1. (<http://reconstruction.eserver.org/Issues/091/rossmanith.shtml>)
- ** Zinsser, William (1976/2001) *On Writing Well*, New York: Quill/Harper, pp. 55-67.
- ** Cheney, Theodor A Rees (1991) *Writing Creative Non-Fiction*, California: Ten Speed Press, pp. 9-32
- * Crawford, Anwen (2015) 'The World Needs Female Rock Critics', *The New Yorker*, 26 May 2015
- * Dillard, Annie (2005) 'Introduction: Notes for Young Writers', in *In Fact: The Best of Creative Nonfiction*, edited by Lee Gutkind. W.W. Norton & Company pp. 8-14.

Unit Schedule

The unit schedule can be accessed on the unit's iLearn site.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Additional information

MMCCS website

https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments_of_media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

Information is correct at the time of publication

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Apply unique methods of presenting research in writing for a general readership
- Construct and write stories yourself that fall into the broad category of music and arts journalism

Assessment tasks

- Final article
- Writing exercises

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Identify and critique key issues raised in the production of music and arts journalism
- Develop creative arts journalism through in-depth relevant research using a variety of methodologies
- Apply unique methods of presenting research in writing for a general readership
- Construct and write stories yourself that fall into the broad category of music and arts

journalism

Assessment tasks

- Research Portfolio
- Final article
- Test
- Writing exercises

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcome

- Identify and critique key issues raised in the production of music and arts journalism

Assessment task

- Test

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- Develop creative arts journalism through in-depth relevant research using a variety of methodologies

Assessment task

- Research Portfolio

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess,

write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Identify and critique key issues raised in the production of music and arts journalism
- Develop creative arts journalism through in-depth relevant research using a variety of methodologies
- Apply unique methods of presenting research in writing for a general readership
- Construct and write stories yourself that fall into the broad category of music and arts journalism

Assessment tasks

- Research Portfolio
- Final article
- Test
- Writing exercises

Changes from Previous Offering

Change from 2014 offering: instead of a separate 'story pitch' assessment task, students will be asked to pitch their story ideas in class as part of tutorials. The in-class test is worth 25% instead of 20%.