MECO701

Research Practices

S1 Day 2016

Department of Media, Music, Communication and Cultural Studies

Contents

General Information

Unit convenor and teaching staff
Unit convenor
John Potts
john.potts@mq.edu.au
Contact via 9850 2163
Y3A 165J
Tuesday 11-1

Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status

Unit description
In this unit students will develop knowledge of the literature and practices in their field. They will do this by learning to navigate research databases and academic indexes relevant to their field and topic, and research and write annotated bibliographies that will help them to not only gather material, but to read that material critically and evaluate its relevance for their field and topic in preparation for writing a literature review at 800 level. Students will also be introduced to the ethical practices that inform their field of study.

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:

Acquire a coherent and advanced knowledge of the principles and concepts within a discipline area.

Develop a high level of oral, written, and technological communication skills, with specialisation for the specific needs of a discipline

Demonstrate an advanced knowledge of research principles and methods in a disciplinary area

Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts

General Assessment Information

The Discipline Report and Written Research Proposal are to be emailed as PDF or Word Document to the convenor by the due dates.

Assessment Tasks

Name	Weighting	Due
Discipline Report	30%	26 April
Seminar Presentation	20%	7 June
Written research proposal	50%	14 June

Discipline Report

Due: **26 April**
Weighting: **30%**

This report of 2,000 words should define the discipline or sub-discipline in which the student's research interest resides. The report should describe the history and conventions of this discipline, as well as its scope, defining characteristics, debates, and key research questions. A brief description of the existing scholarship within this discipline, relevant to the student's research question, should also be included.

On successful completion you will be able to:

- Acquire a coherent and advanced knowledge of the principles and concepts within a discipline area.
- Develop a high level of oral, written, and technological communication skills, with specialisation for the specific needs of a discipline
- Demonstrate an advanced knowledge of research principles and methods in a disciplinary area
- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts

Seminar Presentation

Due: **7 June**

Weighting: **20%**

A presentation delivered to the seminar group, outlining the student's proposed research question and its disciplinary context. The presentation should be of twenty minutes duration and take place in weeks 10-13.

On successful completion you will be able to:
- Acquire a coherent and advanced knowledge of the principles and concepts within a discipline area.
- Develop a high level of oral, written, and technological communication skills, with specialisation for the specific needs of a discipline
- Demonstrate an advanced knowledge of research principles and methods in a disciplinary area
- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts

Written research proposal

Due: **14 June**
Weighting: **50%**

This written proposal, of 3,000 words, should outline the topic of the proposed MRes research project, to be delivered in Year Two. The proposal should outline the scope of the project and describe the methodology employed in the research. It should also identify how this project is situated within a disciplinary context, including the relevant published scholarly research and/or creative practice, and any cross-disciplinary research initiatives where applicable.

On successful completion you will be able to:
- Acquire a coherent and advanced knowledge of the principles and concepts within a discipline area.
- Develop a high level of oral, written, and technological communication skills, with specialisation for the specific needs of a discipline
- Demonstrate an advanced knowledge of research principles and methods in a disciplinary area
- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts

Delivery and Resources

Readings will be provided by the convenor. Some readings are available online for download, as

detailed in the Unit Schedule.

Unit Schedule

Week 2: 8 March - **Introduction (John Potts)**

Week 3: 15 March - **Media Studies (Willa McDonald)**

Reading: Graeme Turner and Stuart Cunningham, 'The Media and Communications in Australia Today', Chapter 1 in Turner and Cunningham, *The Media and Communications in Australia*, Sydney: Allen & Unwin, 2010

Week 4: 22 March - **Writing (Willa McDonald)**

Reading:

Christine Owen, 'Academic Research and Creative Writing: Redrawing the Map and Finding One's Allies (and avoiding the Corbett phenomenon)', *TEXT*, Vol 10, No 2, 2006, online - available at: www.textjournal.com.au/oct06/owen.htm

Shady Cosgrove, 'Getting my hands dirty: research and writing', *TEXT*, Special Issue 27, Creative Writing as Research III, October 2014 (eds Nigel Krauth, Donna Lee Brien, Ross Watkins and Anthony Lawrence), online at:

http://www.textjournal.com.au/speciss/issue27/Cosgrove.pdf

Week 5: 29 March - **Creative Arts Research (Kathryn Millard)**

Reading: Kathryn Millard, 'Writing and Improvising the Digital essay Film: The Boot Cake' at

http://aspera.org.au/research/writing-and-improvising-the-digital-essay-film-the-boot-cake/

Additional Reading: Estelle Barrett and Barbara Bolt (eds) *Practice as Research Approaches to Creative Arts Enquiry* London: I.B Tauris, 2007

Week 6: 5 April - **Interdisciplinary Research (Kathryn Millard)**

Reading: Mieke Bal, 'When Art Meets History, Philosophy, and Linguistics' in Repko et al (eds) *Case Studies in Interdisciplinary Research* Thousand Oaks: Sage, 2012 Note: Chapters of this book may be downloaded online from the university catalogue.

MID-SEMESTER BREAK

Week 7: 26 April - **Cultural Studies (Nicole Anderson)**

Reading: Nicole Anderson and Katrina Schulnke, 'Introduction: Theory to Practice' in Anderson & Schulnke, *Cultural Theory in Everyday Practice*, Oxford: Oxford University Press, 2009

Week 8: 3 May - **Cultural Studies and Cultural Theory (Nicole Anderson)**

Reading: 'Bodies and Embodiment', 'Empire and Ethnography', 'Sex and Sexuality', 'Poststructuralism and Postmodernism' in Anderson & Schulnke, *Cultural Theory in Everyday Practice*, Oxford: Oxford University Press, 2009

Week 9: 10 May - **Music (Sarah Keith)**

Reading:

Philip Tagg, (1982, revised 2015) 'Analysing popular music: theory, method and practice', *Popular Music, 2* (1982), 37–65

Available from http://tagg.org/articles/xpdfs/pm2anal.pdf

Additional Reading: Philip Tagg (2002), 'Text and Context as Corequisites in the Popular Analysis of Music' [Unpublished Paper]. Prepared for conference on Musical Text and Context, Cremona, April 2002.

Available from http://tagg.org/articles/xpdfs/cremona1.pdf

Weeks 10 - 12: 17 May - 31 May: **Student Presentations**

Learning and Teaching Activities

Participation

Students need to attend research activity and participate in the discussion.

Presentation

Each student will present once during the semester. The presentation will be a critical reflection/ analysis of the research to which they have been exposed by the department as part of the FOAR700 schedule.

Written Paper

Students will submit a 2500 reflection at the end of the semester. The context of the paper will be intellectual development as a result of experience in FOAR700.

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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.

MMCCS re-mark procedure: Additional information MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_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://www.mq.edu.au/about_us/ offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcome

- Develop a high level of oral, written, and technological communication skills, with specialisation for the specific needs of a discipline

Assessment tasks

- Discipline Report
- Written research proposal

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Acquire a coherent and advanced knowledge of the principles and concepts within a discipline area.
- Develop a high level of oral, written, and technological communication skills, with

specialisation for the specific needs of a discipline

- Demonstrate an advanced knowledge of research principles and methods in a disciplinary area

Assessment tasks

- Discipline Report
- Seminar Presentation
- Written research proposal

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Acquire a coherent and advanced knowledge of the principles and concepts within a discipline area.
- Develop a high level of oral, written, and technological communication skills, with specialisation for the specific needs of a discipline
- Demonstrate an advanced knowledge of research principles and methods in a disciplinary area
- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts

Assessment tasks

- Discipline Report
- Seminar Presentation
- Written research proposal

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an advanced knowledge of research principles and methods in a disciplinary area
- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts

Assessment tasks

- Discipline Report
- Written research proposal

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Develop a high level of oral, written, and technological communication skills, with specialisation for the specific needs of a discipline
- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts

Assessment tasks

- Seminar Presentation
- Written research proposal

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Acquire a coherent and advanced knowledge of the principles and concepts within a

discipline area.

- Demonstrate an advanced knowledge of research principles and methods in a disciplinary area
- Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts

Assessment task

- Seminar Presentation