



MAS 211

Non Fiction Writing: Music and Arts Journalism

S2 Day 2013

Media, Music, Communication and Cultural Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Kate Rossmanith

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Y3A 191F

TBA

Credit points

3

Prerequisites

15cp including MMCS115

Corequisites

MAS215 or MAS230

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
<u>Pop quizzes</u>	30%	In class
<u>Writing tasks</u>	10%	Weekly
<u>Research portfolio & report</u>	25%	Tuesday 1 October 2013
<u>Essay</u>	35%	Wednesday 6 November 2013

Pop quizzes

Due: **In class**

Weighting: **30%**

In-class quizzes:

During the course of the semester you will be required to write three (3) in-lecture quiz papers. Each paper is worth 10% of your overall mark. A quiz requires you to respond to a question set during a lecture. They are designed to assist you in demonstrating your knowledge of the unit content as a whole. You will be given 15 minutes in which to write your response. The questions for the quizzes are on the topic covered that week. Questions will require you to draw on content from lectures and set readings. Therefore, you are strongly advised to complete all set readings and attend all lectures. The weeks chosen for in-lecture quizzes will not be announced in advance but at least one quiz will be held before week 5. Unless medical certification (or similar) is provided, your quiz response must be handed in immediately upon finish in order for marks to be counted.

Failure to sit an in-lecture quiz will result in a mark of zero (0) for that quiz. If you miss a quiz 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>). Non-medical reasons for missing tutorial quizzes will be dealt with on a case-by-case basis but reasons such as tardiness due to travel arrangements will not be accepted.

Marking Criteria:

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

Submission:

In-lecture quiz 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 tasks

Due: **Weekly**

Weighting: **10%**

Writing Writing Exercises

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 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

Research portfolio & report

Due: **Tuesday 1 October 2013**

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 to the Student Centre (W6A) by 11.59pm on Tuesday 1 October.

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:

- 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

Essay

Due: **Wednesday 6 November 2013**

Weighting: **35%**

Essay

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 to the Student Centre (W6A) by 11.59pm on Wednesday 6 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:

- 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 Thursdays at 10am in W5C T1.

Lectures *and tutorials* for this unit begin in Week 1.

Technology used: iLearn

Required unit materials: A MAS211 unit reader can be purchased from the Co-op bookshop on campus.

Changes to previous offerings of the unit: In 2013, Dr. Kate Rossmanith is replacing Dr. Peter Doyle as unit convenor. A new assessment task (research portfolio & report) is replacing the previous assessment task (proposal/pitch/outline).

To complete the unit satisfactorily, students must attend at least 80% of classes. They must also submit all assessment tasks, and achieve at least a pass grade for their overall grade for the unit.

Essential Readings:

- • Vanessa Berry 'Band T-Shirt', zine excerpt (self-published) 2011
- • Mel Campbell 'The headtapes', from *Musicological Review Quarterly*, 2006
- • Lucas Ihlein 'At the Cemetery' (here's the link: <http://www.bonscottblog.com/2008/02/20/at-the-cemetery/>)
- • McAuley, Gay 'Performance Analysis: Theory and Practice', *About Performance: Working Papers 4*, University of Sydney 1998, p.1-11
- • Schaefer, Kerrie 'Analysing Contemporary Performance: The Case of *Whatever Happened to Baby Jane?*', *About Performance: Working Papers 4*, University of Sydney 1998, p.37-42
- • Laban, Rudolph, 'Notes on movement analysis and psychology of movement,' unpublished, pp. 11-12
- • Timothy White 'A man out of time beat the clock', an interview with Elvis Costello, Timothy White *Musician*, 60, 1983
- • Lucas Abela 'Cyclic sheets', from *Cyclic Defrost Issue 25*, 2010
- • Timothy Quirk 'My hilarious Warner Bros Royalty Statement', from Ann Powers (ed) *Best Music Writing 2010*, Cambridge, MA; Da Capo, 2010 pp.131-137
- • Staehli, Sylvia 'Documentation, Discourse and Development: The Problem of Recording Dance', *Writings On Dance 2: Critical Issues*, 1987, 15-22
- • Lasica, Shelley , 'Writing the Past Dance Ideologies', *Writings On Dance 2: Critical*

Issues, 1987, 23-26

- Kate Rossmanith 'Making Theatre-Making: Fieldwork, rehearsal and performance preparation', *Reconstruction: Studies in Contemporary Culture*, 9.1, 2009
- Laura Miller 'Touched by a vampire', Salon, 30 July 2008
- Daniel Mendelsohn 'Novel of the year', from *How Beautiful is and how easily it can be broken*, Harper, NY: 2008

Unit Schedule

A unit schedule can be accessed in 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://www.mq.edu.au/policy/docs/academic_honesty/policy.html

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

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

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

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

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

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

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: <http://students.mq.edu.au/support/>

UniWISE provides:

- Online learning resources and academic skills workshops http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

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

Details of these services can be accessed at <http://www.student.mq.edu.au/ses/>.

IT Help

If you wish to receive IT help, we would be glad to assist you at <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 and it outlines what can be done.

Graduate Capabilities

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

- Pop quizzes
- Writing tasks
- Research portfolio & report
- Essay

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

- Pop quizzes

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 & report

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

- Writing tasks
- Essay

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

- 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

- Pop quizzes
- Writing tasks
- Research portfolio & report
- Essay