



MECO211

Music and Arts Journalism

S2 Day 2018

Department of Media, Music, Communication and Cultural Studies

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

15cp at 100 level or above

Corequisites

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

General Assessment Information

Assessment standards in this unit align with the University's grade descriptors, available at: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment>

To apply to have your assessment re-marked, please see: <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

Examples of relevant and related assessment tasks will be made available on iLearn and will be discussed in tutorials.

Methods of Feedback:

- Informal: comments from tutors during tutorials; through the announcement function in iLearn; interactions with peers during tutorial activities; personal reflections on learning during the course.
- Individual: in email communication with individual students where comments are made by the tutor and/or unit convenor in response to questions related to course activities and assessments; in personal face-to-face consultations during Weeks 6, 11 and 12 of the unit, or as requested (either by phone or face-to-face)
- Formal: general comment and in-text comments attached to assignments marked in Turn-It-In; reflections from peers; in-class comments from tutors in regards to assessments; marks are made available through the Gradebook function in iLearn.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Writing Exercises</u>	10%	No	19/10/18
<u>Research Portfolio and Report</u>	25%	No	02/10/18
<u>Online test</u>	25%	No	24/10/18
<u>Final article</u>	40%	No	07/11/18

Writing Exercises

Due: **19/10/18**

Weighting: **10%**

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 (numbering 5 in total) must be typed (double-spaced), and you must bring 8 copies to your tutorial for workshopping in Weeks 3, 4, 5, 9 and 10. Details of weekly exercises will be handed out in Week 1. Write approximately 200 words for each exercise. You will then submit all 5 exercises for grading to Turn It In on Friday 19 October 2018.

Marking Criteria (for a full assessment rubric, please refer to iLearn):

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

Submission: All 5 exercises to be submitted via Turn-it-in by 11.59pm on Friday 19 October 2018. Students should also bring hard copies of their exercises to their tutorials in Weeks 3, 4, 5, 9 and 10.

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (including weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extensions: Extensions can only be granted by the unit convenor 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

Research Portfolio and Report

Due: **02/10/18**

Weighting: **25%**

Research Portfolio & Report

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

Marking criteria (for a full assessment rubric, please refer to iLearn):

- Demonstrated ability to conduct in-depth, relevant research using a variety of methodologies. Demonstrated ability to conduct an in-depth interview with one or more people involved in music and the arts (no friends or relatives).
- 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 via Turn-It-In by 11.59pm on Tuesday 2 October 2018.

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (including weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

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

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

Online test

Due: **24/10/18**

Weighting: **25%**

Online Test

At the end of the semester you will be required to complete an online test which will be worth 25% of your overall mark. The test will take place during the Week 11 lecture time slot (Wednesday 24 October 2018 at 12pm). Students will answer questions based on: the lecture content for the unit, and the unit readings. The test is designed to assist you in demonstrating your knowledge of the unit content as a whole. You will be given 1 hour 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) for that test. If you miss a test due to a medical issue, and/or if a Special Consideration request has been approved, then you will be given the opportunity to sit the test at a later date. In such cases you must supply a medical certificate.

Marking Criteria (for a full assessment rubric, please refer to iLearn):

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

Submission: The test will take place online via iLearn.

On successful completion you will be able to:

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

Final article

Due: **07/11/18**

Weighting: **40%**

Final Article

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 (for a full assessment rubric, please refer to iLearn):

- 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. Demonstrated ability to showcase the interview/s conducted with one or more people in music and the arts (no friends or relatives)
- 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: Your final articles are to be submitted via Turn-It-In by 11.59pm on Wednesday 7th November 2018.

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (including weekends) after the original submission deadline. No late submissions will be

accepted for timed assessments – e.g. quizzes, online tests.

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

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

Delivery and Resources

Lectures take place on Wednesdays at 12pm in 10HA T1. They will be recorded and are available to listen via Echo. However, the Week 3 lecture (Writing Performance) will involve some physical demonstrations that will not be recorded.

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 via Leganto.

To complete the unit satisfactorily, students must receive an overall pass 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

** 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

** Wilcox, Lauren (2010) "Notes from a wedding: In the age of digital music and the relative bargain of a single DJ, wedding singer Kenney Holmes is determined to keep it real", *The Washington Post*, 7 February.

** Anderson, Sam (2012) "The World of Dickens, Complete with Pizza Hut", *The New York Times Magazine*, 7 February

** Dalton, Angus (2018) 'Blood on the pavement: an interview with novelist and 78er Jeremy Fisher', *Overland*, March 2018

** Brodesser-Akner, Taffy (2018) 'Jonathan Franzen is fine with all of it', *New York Times*, 26 June 2018

- * Capote, Truman (1957/2007) 'The More Sensitive you are, the more certain you are to be brutalised', *The Guardian*, 11 September 2007
- ** Helen Garner, (2016) 'In the Wings', in *Everywhere I Look*, Melbourne: Text, pp. 218-227
- *Owen, David (2006) "The Soundtrack of Your Life." *The New Yorker* April 10
- * Davies, Sally (2013) "Encounters with the Posthuman." *Nautilus*. 29 April
- *Atkinson, Frances (2012) "Bohemian Rhapsody." *The Age* 26 October.
- ** 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
- * 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.
- ** 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
- * Crawford, Anwen (2015) 'The World Needs Female Rock Critics', *The New Yorker*, 26 May 2015
- ** Lucashenko, Melissa (2015) "Alec Doomadgee's ascension to the Lakota Sun Dance ceremony." *The Saturday Paper* 29 August.
- ** Benham, Kelley. 2007. "Hearing Our Subject's Voices" in Kramer and Call (eds.) *Telling True Stories: A Nonfiction Writers' Guide*, p. 104-107.

Unit Schedule

- Week 1: Introduction
- Week 2: Fronting Up to Culture
- Week 3: Writing Performance: People and Place
- Week 4: Interviewing for Music and Arts Journalism
- Week 5: On Rehearsal: Writing Behind the Scenes
- Week 6: No classes: students invited to have a one-on-one consultation with their tutor
- Week 7: Developing an Interesting Angle
- Mid-term break
- Week 8: Writing Leads
- Week 9: Writing Music Journalism
- Week 10: From Interview to Story

Week 11: No classes: students invited to have a one-on-one consultation with their tutor

Week 12: No classes: students invited to have a one-on-one consultation with their tutor

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.

Re-Marks: The in-session re-mark application form is available at <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

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

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 Exercises
- Final article

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

- Writing Exercises
- Research Portfolio and Report
- Online test
- Final article

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

- Online 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 and Report

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

- Writing Exercises
- Research Portfolio and Report
- Online test
- Final article

Changes from Previous Offering

There is a change to the Writing Exercises assessment. In 2018 the exercises will be submitted in one go - all five of them - to Turn-It-In in Week 10.

Changes since First Published

Date	Description
16/07/2018	In assessment details for the 'Final article', I changed the due date from Tuesday 7 November 2018 to Wednesday 7 November 2018 (there is no Tuesday 7 November 2018 this year).