Module Descriptor

Title	Music: Academic Writing		
Session	2026/27	**Status**	
Code	MUSC08019	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	J Stynes		

Summary of Module

This module creates an opportunity for students to study, read, discuss, critique and write using different aspects of the theoretical fields comprising the transdisciplinary subject of Popular Music/Music Industries/Commercial Music studies.

Students will engage with scholarly writing about popular music/music industries studies in three interrelated ways:

- Understanding of research design and methodology for popular music/music industries study from cultural studies and musicological perspectives;

- Understanding of various critical discourses of understanding popular music/music industries studies, chiefly cultural studies and musicological

- Critical engagement with and writing responses to current scholarship on key subjects within popular music/music industries studies

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Identify, research and critique a range of key issues in Popular Music/Music Industries/Commercial Music studies.
L2	Identify, research and critique key characteristics of and between academic, popular/journalistic and industry writing about popular music.
L3	Undertake critical analysis, evaluation and/or synthesis of original ideas through engaging with and creating scholarly writing about Popular Music using appropriate research, methodological and discursive processes.
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 8** Whereby the student can demonstrate a broad knowledge of the scope, defining features, and main areas of the subject/discipline. This incorporates a detailed knowledge in some areas, an understanding of a limited range of theories, principles and concepts. In addition, it includes a limited knowledge and understanding of some major current issues and specialisms, and an outline knowledge and understanding of research and equivalent scholarly/academic processes.
Practice: Applied Knowledge and Understanding	**SCQF 8** Where the student can use a range of routine skills, techniques, practices and/or materials associated with a subject/discipline, a few of which are advanced or complex. In addition, they will possess the ability to carry out routine lines of enquiry, development or investigation into professional level problems and issues, as well as be able to adapt routine practices within accepted standards.
Generic Cognitive skills	**SCQF 8** Where the student will be able to undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings of the subject/discipline. Also, they will be able to use a range of approaches to formulate evidence-based solutions/responses to defined and/or routine problems/issues, as well as critically evaluate evidence-based solutions/responses to defined and/or routine problems/issues.
Communication, ICT and Numeracy Skills	**SCQF 8** The student will possess the ability to use a range of routine skills and some advanced and specialised skills associated with a subject/discipline. These include conveying complex information to a

	range of audiences and for a range of purposes, being able to use a range of standard applications to process and obtain data, as well as the ability to use and evaluate numerical and graphical data to measure progress and achieve goals/targets.
Autonomy, Accountability and Working with Others	**SCQF 8** The student will be able to exercise autonomy and initiative in some activities at a professional level and take significant managerial or supervisory responsibility for the work of others in defined areas of work, as well as manage resources within defined areas of work. They will also possess the ability to take the lead on planning in familiar or defined contexts, and take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks. In addition, they will be able to work in support of current professional practice, under guidance and deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, under guidance.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	20
Tutorial / Synchronous Support Activity	12
Independent Study	164
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Woodworth, M. and Grossman, A.J. (eds.) (2015) How to Write About Music. London, Bloomsbury Academic

Brooks, D.A. (2021) Liner Notes for the Revolution: The Intellectual Life of Black Feminist Sound. Cambridge, Massachusetts: Belknap Press.

Caroll, R. and Hansen, A., eds. (2014) Litpop: Writing and popular music. Farnham: Ashgate.

Bennett, A. and Waksman, S (eds.) (2015) The SAGE handbook of popular music. Los Angeles: SAGE

Murray, R. and Moore, S., (2006) The handbook of academic writing: A fresh approach.

Maidenhead: Open University Press.

*JS

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** As stated above.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Arts Media**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Arts and Media

Moderator	TBC
External Examiner	K Williams
Accreditation Details	JAMES, SMIA
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	1.08

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio of Written Work (PORTW) Equivalent of 1,500-word, for any popular music-related research field or discipline (pending lecturer approval). The portfolio will contain a range of different music writings, including media-based reviews and journal-based reviews, press releases and technical writing. The portfolio should demonstrate writing abilities in academic, popular/journalistic and industry writing about popular music. Word count: 1500 words Weighting: 40% *JS
Assessment 2
Written Assignment (ASSIGN) A scholarly essay based on the subject presented in assessment 1 or any popular music-related research field or discipline (pending lecturer approval) incorporating engagement with at least ten independently researched scholarly secondary sources, of which at least five need to be physically or electronically located within the UWS library system. Word count: 2000 words Weighting: 60% *JS
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
PORTW	☐	☒	☐	☐	☐	40	16

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**

ASSIGN	☒	☐	☒	☐	☐	60	20

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	36 hours

Change Control

What	**When**	**Who**
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor
Updates to Indicative Resources and Assessment	04/03/2025	J Stynes