University of the West of Scotland

Module Descriptor

Session:

Title of Module: Music: Academic Writing			
Code: MUSC08019	**SCQF Level: 8 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Business & Creative Industries		
Module Co-ordinator:	Jayne 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					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

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.

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 Level **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 Level **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 Level **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 Level **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 Level **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.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

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** (Normally totalling 200 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
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

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

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

Everett, W., 2008. Expression in pop-rock music: Critical and analytical essays. 2nd ed. New York: Routledge.

Herbert, T. 2001. Music in words: A guide to researching and writing about music. London: Associated Boards of the Royal Schools of Music.

Murray, R. and Moore, S., 2006. The handbook of academic writing: A fresh approach. Maidenhead: Open University Press.

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

(**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. Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..
(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
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Arts & Media
Moderator	Kenny Forbes
External Examiner	R Nowak
Accreditation Details	JAMES (Joint Audio Media Education Support)
Changes/Version Number	1.07

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).
NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.
Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1

Through directed class study/exercises and individual tutorials, students will have the opportunity for formative and peer-based feedback before the submission of both written, summative assessments. Students with specific requirements will be fully accommodated in accordance with university guidelines.

Assessment 1: A portfolio of writings (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.

Assessment 2

A 2,000-word 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.

(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.)

Assessment Outcome Grids (**See Guidance Note**)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of Written work		X				40%	16

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Written Assignment	X		X			60%	20
Combined Total for All Components						100%	36 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
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

Version Number: MD Template 1 (2023-24)