



MUSC11380 *Introduction to Songwriting*

Term 1 - 2017

Profile information current as at 01/05/2024 03:41 am

All details in this unit profile for MUSC11380 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will explore the important techniques for songwriting in contemporary popular styles. While studying the various song forms and lyrical structures, you will study the music notation conventions for songwriting and develop the skills to write the lyrics and music for a song in a contemporary popular style.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisite:- MUSC11405 & MUSC11406

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 20%

2. **Written Assessment**

Weighting: 20%

3. **Written Assessment**

Weighting: 60%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluation

Feedback

Broader and more rapid assessment feedback

Recommendation

Assessment processes to be maintained and enhanced to ensure smooth delivery of high quality feedback.

Action

All the student assessment was returned in a timely manner.

Feedback from Student evaluation

Feedback

Ensure functionality of all course material

Recommendation

Continue to monitor the Moodle site to ensure technical implementation is of high functionality.

Action

The unit materials were significantly re-written with a view to ensuring the functionality of the Moodle site.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Apply music notation conventions for songwriting in various short exercises
2. Describe the various forms and structures of lyrics for songs in contemporary popular styles
3. Apply the skills associated with writing lyrics and music in the composition of your own song in a contemporary popular style

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | |
|------------------------------|-------------------|---|---|
| | 1 | 2 | 3 |
| 1 - Written Assessment - 20% | • | | |
| 2 - Written Assessment - 20% | | • | |
| 3 - Written Assessment - 60% | | | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | |
|-----------------------------------------------------|-------------------|---|---|
| | 1 | 2 | 3 |
| 1 - Communication | • | • | • |
| 2 - Problem Solving | | | • |
| 3 - Critical Thinking | • | • | • |
| 4 - Information Literacy | • | • | • |
| 5 - Team Work | | | |
| 6 - Information Technology Competence | | | • |
| 7 - Cross Cultural Competence | | | |
| 8 - Ethical practice | | | • |
| 9 - Social Innovation | | | |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | |

Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
|------------------------------|---------------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Written Assessment - 20% | • | | • | • | | | | | | |
| 2 - Written Assessment - 20% | • | | • | • | | | | | | |
| 3 - Written Assessment - 60% | • | • | • | • | | • | | • | | |

Textbooks and Resources

Textbooks

MUSC11380

Prescribed

The Songwriting Labyrinth

Edition: 1st (2015)

Authors: Clive Harrison

CreateSpace

Australia

ISBN: 1508655464

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Audio recording device

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

David Reaston Unit Coordinator

d.reaston@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Course Introduction | Reading 1: Harrison 2015, pp.194 - 226 Reading 2: Long, P., & Barber, S. (2015). <i>Voicing passion: The emotional economy of songwriting</i> . <i>European Journal of Cultural Studies</i> , 18(2), 142-157. | |

Week 2 - 13 Mar 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|-----------------------------------|------------------------------|
| Lyrics | Reading: Harrison pp.10-48 | |

Week 3 - 20 Mar 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Listening Task - Great American Songbook and the Brill Building Sound Due: Week 3 Friday (24 Mar 2017) 4:30 pm AEST

Lyrics As previous week

Week 4 - 27 Mar 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|------------------|------------------------------|
| Lyrics | As previous week | |

Week 5 - 03 Apr 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Melody | Reading 1: Harrison pp.49-82 Reading 2: Kachulis, Jimmy. (2003). <i>The Songwriter's Workshop: Melody.</i> (Boston: Berklee Press). pp1-29. | |

Vacation Week - 10 Apr 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 6 - 17 Apr 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|------------------|-------------------------------------------------------------------------------------------|
| Melody | As previous week | Listening Task - Singer-Songwriters Due: Week 6 Friday (21 Apr 2017) 11:45 pm AEST |

Week 7 - 24 Apr 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Harmony | Reading 1: Harrison pp.83-121 Reading 2: Tagg, P. <i>Everyday tonality.</i> New York: The Mass Media Scholar's Press. Chapters | |

Week 8 - 01 May 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|------------------|------------------------------|
| Harmony | As previous week | |

Week 9 - 08 May 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Rhythm and Groove | Reading 1: Harrison, pp.122-130 Reading 2: Moretti, D., Nichol, M., and Stagnaro, O. 2010, <i>Essential Grooves.</i> Petaluma, Sher Music. Set sections | |

Week 10 - 15 May 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|-------------------------------------|------------------------------|
| Genre | Reading: Harrison, pp131-135 | |

Week 11 - 22 May 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|-------------------------------------|------------------------------|
| Structure | Reading: Harrison, pp136-142 | |

Week 12 - 29 May 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------|-------------------------------------|------------------------------|
| Creating a Lead-sheet | Reading: Harrison, pp143-148 | |

Review/Exam Week - 05 Jun 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------------------------------------------------------------|
| | | Creative Portfolio Due: Review/Exam Week Monday (5 June 2017) 11:45 pm AEST |

Assessment Tasks

1 Listening Task – Great American Songbook and the Brill Building Sound

Assessment Type

Written Assessment

Task Description

Choose 5 from the following list of song-writers. For each song-writer, find a recording of one popular song they composed and write 200 words on why you think this song was popular. Do not include a recording history of the song or background information on the artist or songwriter, but comment on what you hear. This might involve a discussion of the lyrics, melody, song-structure, genre, instrumentation, riffs employed, harmonic structure. Provide a link to each recording in the text (Youtube, SoundCloud etc.)

- Harold Arlen
- Irving Berlin
- George and Ira Gershwin
- Cole Porter
- Rodgers and Hart
- Burt Bacharach and Hal David
- Gerry Goffin and Carole King
- Jerry Leiber and Mike Stoller
- Barry Mann and Cynthia Weil
- Holland-Dozier-Holland

Assessment submission and presentation

Your assessment (1000 words) must be submitted as a Microsoft Word Document (.docx) and:

- Must use 12 point Times New Roman font
- Must use 1.5 spacing for the body of the assignment
- May use sub-headings to organise your assignment clearly
- Must adhere to the CQUniversity APA Style Guide.

Assessment Due Date

Week 3 Friday (24 Mar 2017) 4:30 pm AEST

Return Date to Students

Week 5 Friday (7 Apr 2017)

Weighting

20%

Assessment Criteria

- Appropriate choice of songs (5%)
- Appropriate description of musical material (20%)
- Appropriate description of lyrics (20%)
- Development of argument (20%)
- Use of primary sources to support argument or theme (15%)
- Accuracy of spelling, punctuation and grammar; clarity of writing style (15%)
- Meeting delivery requirements (presentation, word count, style guide) (5%)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Apply music notation conventions for songwriting in various short exercises

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 Listening Task – Singer-Songwriters

Assessment Type

Written Assessment

Task Description

Choose 5 from the following list of song-writers. For each song-writer, find a recording of one popular song they composed and write 200 words on why you think this song was popular. Do not include a recording history of the song or background information on the artist or songwriter, but comment on what you hear. This might involve a discussion of the lyrics, melody, song-structure, genre, instrumentation, riffs employed, harmonic structure. Provide a link to each recording in the text (Youtube, Soundcloud etc.)

- Bob Dylan
- Paul Simon
- Joni Mitchell
- James Taylor
- Lennon/McCartney
- Willie Nelson
- Graham Nash
- Sarah McLachlan
- David Bowie
- Lou Reed
- Stevie Wonder

Assessment submission and presentation

Your assessment (1000 words) must be submitted as a Microsoft Word Document (.docx) and:

- Must use 12 point Times New Roman font
- Must use 1.5 spacing for the body of the assignment
- May use sub-headings to organise your assignment clearly
- Must adhere to the CQUniversity APA Style Guide.

Assessment Due Date

Week 6 Friday (21 Apr 2017) 11:45 pm AEST

Return Date to Students

Week 8 Friday (5 May 2017)

Weighting

20%

Assessment Criteria

- Appropriate choice of songs (5%)
- Appropriate description of musical material (20%)
- Appropriate description of lyrics (20%)
- Development of argument (20%)
- Use of primary sources to support argument or theme (15%)
- Accuracy of spelling, punctuation and grammar; clarity of writing style (15%)
- Meeting delivery requirements (presentation, word count, style guide) (5%)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

To be submitted on the Moodle site.

Learning Outcomes Assessed

- Describe the various forms and structures of lyrics for songs in contemporary popular styles

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

3 Creative Portfolio

Assessment Type

Written Assessment

Task Description

You are to submit a creative portfolio of your own work during this unit.

The folio is to consist of:

- Two songs composed for the unit. The first is worth 50% of the assessment, and the second is worth 30%. Students may nominate which song contributes towards which percentage. Each song should be at least three minutes in length.
- A Reflective Report (800 words) describing the creative process behind both songs and reflecting on any issues encountered along the way. The structure of the report may represent a weekly journal and must include reflection, interpretation, evaluation, conclusions and opinions.

Assessment submission and presentation

You must submit:

- A lead sheet for both songs. This may be created on a music notation program (Sibelius, Musescore, or MusicXML) or by hand and scanned. This should be in pdf format.
- A recording of both songs (mp3 format)
- A Reflective Report (800 words) as a Microsoft Word Document (.docx)

Your Reflective Report:

- Must use 12 point Times New Roman font
- Must use 1.5 spacing for the body of the assignment
- May use sub-headings to organise your assignment clearly
- Must adhere to the CQUniversity APA Style Guide.

The topic matter for the songs is open, but suggestions may be sought from the unit coordinator

Assessment Due Date

Review/Exam Week Monday (5 June 2017) 11:45 pm AEST

Return Date to Students

Returned to students at the end of the term.

Weighting

60%

Assessment Criteria**Song 1**

- Suitable and appropriate use of rhyme (7%)
- Competent and informed word usage (7%)
- Construction of appropriate song narrative (7%)
- Contextually appropriate harmony (11.5%)
- Musical and technically informed melody (11.5%)
- Lead-sheet presentation (3%)
- Audio presentation (3%)

Song 2

- Suitable and appropriate use of rhyme (4%)
- Competent and informed word usage (4%)
- Construction of appropriate song narrative (4%)
- Contextually appropriate harmony (7%)
- Musical and technically informed melody (7%)
- Lead-sheet presentation (2%)
- Audio presentation (2%)

Reflective Report

- Narrative of song development process (8%)
- Reflection on songwriting process (6%)
- Accuracy of spelling, punctuation and grammar; clarity of writing style (3%)
- Meeting delivery requirements and correct use of academic referencing for in-text references and reference list (3%)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submit the assignment through the Moodle site.

Learning Outcomes Assessed

- Apply the skills associated with writing lyrics and music in the composition of your own song in a contemporary popular style

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem