



MUSC11380 *Introduction to Songwriting*

Term 1 - 2019

Profile information current as at 27/04/2024 08:38 pm

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 - 2019

- Online

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 data

Feedback

The unit evaluations offered no suggestions for improvement.

Recommendation

Review all learning resources and assessment tasks with a view to improving the student experience.

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	•	•	•

Graduate Attributes	Learning Outcomes		
	1	2	3
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

Rumpelstiltskin Press

Sydney , NSW , Australia

ISBN: 1508655464

Binding: Paperback

Additional Textbook Information

Copies are available to purchase from the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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
- Recommended: Professional Music Notation Software (Sibelius recommended)

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 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction and Overview Module 1: Song Purpose	Harrison, Clive. (2015). <i>The Songwriting Labyrinth</i> . Sydney, Australia: Rumpelstiltskin Press. pp.194 - 226	

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Lyrics	Harrison, Clive. (2015). <i>The Songwriting Labyrinth</i> . Sydney, Australia: Rumpelstiltskin Press. pp.10-48	

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Lyrics	Harrison, Clive. (2015). <i>The Songwriting Labyrinth</i> . Sydney, Australia: Rumpelstiltskin Press. pp.10-48	

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Lyrics	Harrison, Clive. (2015). <i>The Songwriting Labyrinth</i> . Sydney, Australia: Rumpelstiltskin Press. pp.10-48	

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Melody	Harrison, Clive. (2015). <i>The Songwriting Labyrinth</i> . Sydney, Australia: Rumpelstiltskin Press. pp.49-82	Worksheet 1 Due: Week 5 Friday (12 Apr 2019) 11:45 pm AEST

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Melody	Harrison, Clive. (2015). <i>The Songwriting Labyrinth</i> . Sydney, Australia: Rumpelstiltskin Press. pp.49-82	

Week 7 - 29 Apr 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Harmony	Harrison, Clive. (2015). <i>The Songwriting Labyrinth</i> . Sydney, Australia: Rumpelstiltskin Press. pp.83-121	
Week 8 - 06 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Harmony	Harrison, Clive. (2015). <i>The Songwriting Labyrinth</i> . Sydney, Australia: Rumpelstiltskin Press. pp.83-121	
Week 9 - 13 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Module 5: Structure	Harrison, Clive. (2015). <i>The Songwriting Labyrinth</i> . Sydney, Australia: Rumpelstiltskin Press. pp.136-142	Worksheet 2 Due: Week 9 Friday (17 May 2019) 11:45 pm AEST
Week 10 - 20 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Module 6: Rhythm and Groove	Harrison, Clive. (2015). <i>The Songwriting Labyrinth</i> . Sydney, Australia: Rumpelstiltskin Press. pp. 122-130	
Week 11 - 27 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Module 7: Genre	Harrison, Clive. (2015). <i>The Songwriting Labyrinth</i> . Sydney, Australia: Rumpelstiltskin Press. pp. 131-135	
Week 12 - 03 Jun 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Module 8: Creating a Lead-sheet	Harrison, Clive. (2015). <i>The Songwriting Labyrinth</i> . Sydney, Australia: Rumpelstiltskin Press. pp. 143-148	
Review/Exam Week - 10 Jun 2019		
Module/Topic	Chapter	Events and Submissions/Topic
		Creative Portfolio Due: Review/Exam Week Tuesday (11 June 2019) 11:45 pm AEST
Exam Week - 17 Jun 2019		
Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

To enable you to get the best results in this unit, I suggest you purchase Sibelius music notation software. This can be bought in full or on an annual subscription. This can be used in the assessments of this unit, however, you will find this music notation software very useful for other units in the Bachelor of Music degree. For more information on how to purchase this software, please go to the links on the Moodle website or contact me, the unit coordinator, David Reaston. Email: d.reaston@cqu.edu.au

Assessment Tasks

1 Worksheet 1

Assessment Type

Written Assessment

Task Description

Lyrics

You will be required to:

- Answer questions regarding rhyming techniques and poetic devices for lyric writing.
- Write lyrics to a preexisting melody.

Assessment Due Date

Week 5 Friday (12 Apr 2019) 11:45 pm AEST

Return Date to Students

Week 7 Friday (3 May 2019)

Weighting

20%

Assessment Criteria

Question 1

- Part (a) rhymes are correct (2.5%)
- Part (b) rhymes are correct (2.5%)
- Part (c) rhymes are correct (2.5%)
- Part (d) rhymes are correct (2.5%)

Question 2

- Appropriate response (15%)
- Use of primary sources to support argument or theme (2%)
- Accuracy of spelling, punctuation and grammar; clarity of writing style (2%)
- Appropriate word count (1%)

Question 3

- Appropriate response to part (a) (2%)
- Primary sources given in part (b) are appropriate and support response (2%)
- Clear explanation of how primary sources support argument or theme (13%)
- Accuracy of spelling, punctuation and grammar; clarity of writing style (2%)
- Appropriate word count (1%)

Question 4

- Lyrics work well with the melody and are coherent (16%)
- Discussion is considered, reflective, and complete (30%)
- Accuracy of spelling, punctuation and grammar; clarity of writing style (2%)
- Appropriate word count (2%)

Referencing Style

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

Submission

Online

Submission Instructions

You must submit: A completed worksheet as a Microsoft Word Document (.docx).

Learning Outcomes Assessed

- Apply music notation conventions for songwriting in various short exercises

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 Worksheet 2

Assessment Type

Written Assessment

Task Description

Melody and Harmony

You will be required to:

- Complete short melodic tasks
- Write a melody to a preexisting chord progression.
- Write a chord progression to a preexisting melody.
- Write a melody and chord progression to a set of lyrics.

Assessment Due Date

Week 9 Friday (17 May 2019) 11:45 pm AEST

Return Date to Students

Week 12 Monday (3 June 2019)

Weighting

20%

Assessment Criteria

Question 1

- Motif is of correct length (1%)
- Part (b-p) answered correctly (15%)

Question 2

- Melody has a good sense of balance and shape (7.5%)
- Melody is appropriate to the chord progression (7.5%)

Question 3

- Harmonic progression makes sense diatonically (7.5%)
- Harmonic progression is appropriate to the melody (7.5%)

Question 4

- Melodic phrasing matches the lyrics (7%)
- Melody has a good sense of balance and shape (5%)
- Melody reflects the harmonic progression (7%)
- Harmonic progression makes sense diatonically (5%)
- Discussion is considered, reflective, and complete (26%)
- Accuracy of spelling, punctuation and grammar; clarity of writing style (2%)
- Appropriate word count (2%)

Referencing Style

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

Submission

Online

Submission Instructions

You must submit: A completed worksheet as a (.pdf). This may be written by hand on the worksheet and later scanned, or re-written with a music notation program such as Sibelius. A lead sheet in response to Question 4, part (a). This is to be in PDF format (.pdf): Either written by hand and scanned, or with a music notation program such as Sibelius.

Additionally you can submit the Sibelius file, if you have used that software. A Microsoft Word Document (.docx) in response to Question 4, part (b). The document must use 12 point Times New Roman font; 1.5 spacing for the body of the assignment; and must adhere to the CQUniversity APA Style Guide.

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 approximately two to three minutes in length.
- A Reflective Report (1000 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 (e.g. Sibelius) or by hand and scanned. This should be in pdf format.
- A recording of both songs (mp3 format) - (You will not be marked on the quality of the recording, but the content of the song)
- A Reflective Report (1000 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.

*The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date

Review/Exam Week Tuesday (11 June 2019) 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