Faculty of Arts & Social Sciences

School of the Arts and Media

MUSC3101

Ethical Practices in Music: Capstone

Session 2, 2015

UNSW Course Outline

1. Location of the course

Webster 302: 1x 3hour seminar, Weeks 1-12, Wed 13:00 – 16:00

2. Table of Contents

3. Staff Contact Details

Position	Name	Email	Availability; times and location	Phone
Course Convener	Manolete Mora	m.mora@unsw.edu.au	Webster 124: Wed 12-1:00 pm or by appointment	9385 6811
Lecturer/tutor	Manolete Mora	m.mora@unsw.edu.au	Webster 124: Thu 1-2:00 pm or by appointment	9385 6811

4. School of the Arts and Media Contact Information

Room 312, level 3 Robert Webster Building
Phone: 9385 4856
Email: sam@unsw.edu.au

5. Attendance Requirements

A student is expected to attend all class contact hours.

A student who attends less than 80% of class contact hours without justification may be awarded a final grade of UF (Unsatisfactory Fail).

Attendance at lectures and tutorials will be recorded. It is your responsibility to ensure your name has been marked off at each class. If you are more than 15 minutes late, you are deemed not to have attended. **Being late is rude, disruptive** and **unprofessional**.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, they should seek permission from the Course Authority. The application should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes for up to one month. A student seeking approval to be absent for more than one month must apply in writing to the Dean.

A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure. For more information about the FASS attendance protocols, see the SAM policies and guidelines webpage: https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/

6. Essential Information For FASS/SAM Students

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage: https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/

7. Course details

Credit Points:

6 UOC

Summary of the Course

This is a music-specific ARTS3000 seminar that develops an understanding of professional and ethical issues in relation to music research and professional practice. It provides opportunities for meeting with industry representatives and writing Australia Council grant applications. Students work towards submitting an extended research or project proposal on a chosen topic within the broad areas of music research, ethical issues of the music profession, and matters pertaining to the state of the arts and education.

Aims of the Course

1. To equip students with advanced skills in music research through individual projects and critical analyses of texts
2. To enhance their awareness of responsible citizenship, and professional and ethical issues pertaining to various graduate careers in music and related fields.

Student learning outcomes

1. By the end of the course students will be able to formulate research proposals, locate a wide range of resources, prepare detailed research plans, write abstracts and articulate convincing arguments verbally or in writing (Assessments 1-2, 4).
2. Importantly, students will be able to critically evaluate and clearly articulate the moral and ethical responsibilities of governments, businesses and public institutions (including schools, universities, and arts organizations) as well as the role of individuals in maintaining or building a balanced and fair society (Assessment 4)
3. By the end of the course students will have also gained a better understanding of their own skills and knowledge developed throughout their degree program (graduate attribute) and of possible career paths open to them (Assessments 1, 3-4)

Students will achieve these by intensive use of Library resources, reading carefully selected texts, participating in class discussions and presentations and by becoming familiar with a variety of research methods and publications including policy documents, scholarly discussions and papers concerning public debates.

Graduate Attributes

Through its activities and assessment tasks the course design enables students to develop the following graduate attributes. Attainment of these attributes is assessed in prescribed assessment tasks.
At the conclusion of this course the student will be able to demonstrate:

1. The skills involved in scholarly inquiry, such as information literacy, critical analysis, and writing (Assessments 1-4)
2. In-depth engagement with discipline-specific knowledge (Assessments 1, 3)
3. The ability to engage in independent and reflective learning (Assessments 1, 3-4)
4. The capacity for analytical and critical thinking and for creative problem solving (Assessments 1, 3, 4)
5. Information Literacy – the skills to locate, evaluate and use relevant information (Assessments 1, 3)
6. The capacity for enterprise, initiative and creativity – in this case through academic tasks involving writing an independent, self-chosen project /grant proposal (Assessments 1, 2, 3)
7. A respect for ethical practice and social responsibility (Assessments 1, 3-4)

8. Rationale for the inclusion of content and teaching approach

This course is included to provide students with the opportunity to conduct research into an area of their own choosing. The course is structured to help them through the process step by step and thus to further develop and consolidate skills learnt in other courses regarding scholarly inquiry and critical analyses. I chose texts and class activities that encourage debate that fosters communication and critical thinking skills through the questioning of everyday beliefs, policies, practices, and responsibilities. The large-scale research proposal enables students to refine their ability to write coherently and engagingly at length. By making them work on a topic of interest to them they are encouraged to engage in independent and reflective learning and demonstrate high level of attainment in information literacy.

9. Teaching strategies

The course uses a seminar format in most weeks which suites the aims the best. However, early on in the session part of the class time will be used for lecture-demonstrations to explain methods and practices to be adopted by students when doing their assessment tasks.

The major assignment uses "scaffolding"; it is prepared in a carefully sequenced order from topic formulation and abstract writing through basic literature search, annotated bibliography, and verbal presentation on progress to the submission of the fully developed proposal. This progression enables students to revisit material, learn from feed-back and practice making necessary revisions, all in a timely and scholarly manner.

10. Assessment

Learning activities and forms of assessment will improve students' verbal expression, analytical and writing skills. (Aims 1; Assessments 1, 2; Learning Outcomes 1-2)

Set texts selected from a variety of recent sources from newspapers, policy documents and books provide the springboard for critical and informed discussions of issues impacting on education, the arts and society in Australia and internationally. (Aim 2; Assessment 4; Learning Outcome 2)

Demonstration of staff research raises students' awareness of current methodologies and topical areas of music research with a view to assisting students in finding, formulating and presenting their own research proposals. (Aim 1; Assessments 1, 3; Learning Outcomes 1-2)

A practical session in database searches assists improved information retrieval and independent research skills. Writing tasks and a writing workshop serve to further develop students' essay or report writing ability. (Aims 1-2; Assessments 1, 2; Learning Outcome 1)

Larger individual projects provide opportunity to demonstrate the combined use of these skills. (Aims 1-2; Assessment 1; Learning Outcomes 1-3)

Class discussions and progress reports foster verbal and presentation skills and broaden students' perspectives about music research as well as ethical and professional obligations of government, industry and citizens, especially graduates. (Aims 1-2; Assessments 3-4; Learning Outcomes 1-3)

In order to pass this course, you must make a serious attempt at ALL assessment tasks. This is a SAM requirement.

Summary

Assessment task	Length	Weight	Time on Task (Hours)	Learning outcomes assessed	Graduate attributes assessed	Due date
1*. Research Proposal (or mock grant application) & Final Abstract	3000 words	60%	50	1-3	1-5	Wednesday Week 10 (7 October)
2**. Annotated Bibliography & Revised Abstract	>8 items	10%	10	1-2	1, 4	Week 4 (19 August)
3. Oral Presentation		20%	15	1-3	1-2, 4	Weeks 4-9, as per schedule
4. Class work		10%	10	1-3	1-3, 5	Ongoing, weeks 2-3; 10-12
*Preceded by Annotated Bibliography, Revised Abstract, & Presentation **Preceded by Topic proposal, Preliminary reference list (8-12 items) and Draft Abstract						Week 2 (5 August)

Details of Assessment Tasks and Marking Criteria

1. MAJOR ASSIGNMENT: 60% (Learning Outcomes 1,2)
   Option 1 (recommended): Research proposal (and final abstract)
   Due date: **Wednesday Week 10** (October 7)
   Required length: 3000 words (excl. bibliography)

You may choose a topic that relates to ethical issues within the music profession (or the arts in general) or an area of music research that you are interested in. Topics may involve an examination of musical practices, performance issues, music historical periods, criticism, analysis, compositional style, matters specific to a chosen instrument, music education, particular pedagogical or psychological matters, funding issues, arts organisations, and so on. **Topics** together with a **preliminary reading list** and **draft abstract** need to be emailed to Lecturer by **5pm Monday 10 August** (for feedback and class work) and an **Annotated Bibliography** and **Revised Abstract** submitted by 5pm Wednesday **19 August**. These, together with the class presentation should provide you with timely feedback on how to proceed with collecting and analysing material as well as the writing up of your findings.

The 3000 word research proposal should identify your topic, provide a rationale for it (i.e. why it is interesting/important to do, how it builds on available literature, etc.) and what you intend to achieve (ca. 2000 words). This section is basically an *Introduction* and *Literature review* and should form the main body of your submission. The remaining ca. 1000 words should be a structured outline where you provide details of what your research will do, how, and what will be the likely outcomes (e.g. "here I'll discuss X in light of Y and Z resources/ theory/ data in order to provide an overview/ background/ analysis etc. of A and/or B"; "I will analyse using X method to find out Y or Z and to be able to draw such and such conclusions", etc.). Ideally each proposal should have a Research Question (or problem /aim), a Hypothesis (or projected outcome) and Methods — all being based on available literature and resources pertaining to the field of investigation. The located sources should be included in the revised and *expanded* Bibliography / Reference list, part of which should be read and worked into the submission (forming the literature review introductory section). The annotated bibliography is NOT counted in the 3000 words.

All this should be written in an 'essay style', not in point form, to help you formulate the concepts to be addressed and to develop some depth of what would need to be done. **It is absolutely essential that you demonstrate considerable familiarity with relevant literature. In fact the bulk of the proposal should be an account of this literature** and how this available knowledge leads to further questions that your proposed research will aim to answer. Therefore, the task is not significantly different from writing an essay. You simply pick your own topic and research it

in detail, with a critical mind taking care to be alert to missing connections and unanswered questions and problems. Then think about how these gaps can be filled, answered or solved.

Examples of research proposals (or excerpts from them) are included in the Study Kit (see Moodle).

Assessment criteria are research skills demonstrated (locating and using sources), clarity of thought and structure, presentation (layout, referencing, punctuation), language expression, and significance and originality of project (for more see pp. 12-13).

Alternative MAJOR ASSIGNMENT: 60% (Learning Outcomes 1, 3)
  Option 2: Mock grant application (and final abstract) Due
  date: **Wednesday Week 10** (October 7)

Search for grants and fellowships for which you will become eligible to apply upon graduation (for instance Australia Council grants), choose a scheme, research all necessary information and draft an application.
  If you wish to choose this option, you will need <u>approval</u> from the lecturer so that the task is commensurate with the recommended major assignment (i.e. preparation of research proposal). Please seek further advice if you decide to choose this option.

Assessment criteria include initiative and research skills demonstrated (identifying possible grant programs, locating and using sources to prepare a convincing case), rationale, significance and originality of project, clarity of thought and structure, presentation (layout, referencing, punctuation), and language expression (for more see pp. 12-13).

2. ANNOTATED BIBLIOGRAPHY & REVISED ABSTRACT: 10% (Learning Outcome 3) Due date: **19 August** (submit during class) (week 4)

The annotated bibliography is a reading/reference list that includes a short paragraph on each listed item summarizing its content and relevance to your topic. You need to conduct database searches and select books, chapters in books, scholarly articles and other sources that are relevant to your topic and that will inform your investigation. Once you have a starting list you might find further sources contained in particular listed items that may turn out to be essential or useful. It is your task to be as comprehensive as possible in your search for relevant publications, in locating them, and in using them in a scholarly manner. Class activities will help you get started and the lecturer will suggest relevant databases and other potentially useful sources. Do not assume that you'll find everything you need on the internet or by simple Google searches. It is likely that your reading list / bibliography will change and grow as you focus and become more engaged with your topic. However, to be able to formulate a topic you need to quickly establish what is available and then gain a general familiarity with their contents. **So you must start** the preparation of the bibliography as well as the reading of its items **straight away**.

Assessment criteria: demonstrated use of appropriate scholarly databases, relevance for your topic of the selected sources, ability to succinctly formulate an analytically informed evaluation of each source, good language expression, correct bibliographical lay-out, and a minimum of 8 relevant scholarly sources.

3. ORAL PRESENTATION on individual research project: 20% (Learning Outcomes 1-2)
  This 10-minute oral presentation task (with 10 minutes feedback time) provides students with the opportunity to present and discuss their individual research area in class and thus to gain valuable feedback and advice in time for incorporation into the final product to be submitted in week 8. It also enables students to practise and demonstrate verbal presentation skills and hear about a variety of research topics undertaken by members of the class. Recurring themes, methodologies, problems enable revision of key issues, concepts and solutions and foster deep learning.

Topics and presentation <u>schedule</u> will be decided in consultation with students during weeks 1-3. Final details will be distributed in class in week 3, presentations will take place between weeks 4 and 7.
  <u>Task description</u>: In 10 minutes present your topic (its special interest, significance and rationale), and outline your proposed approach, method, and structure. As it is a verbal presentation task you are expected not to read but have the major points on a PowerPoint or Prezi presentation and speak to them clearly and articulately. It is recommended that you limit the number of slides to 3-4 (topic's background; aims and rationale; method; likely outcome). Be able to name the main researchers contributing to your chosen field and the most relevant resources. Make sure you cover everything

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important in the allocated time and time your presentation carefully as you will not be able to carry on once the allocated 10 minutes are up. The presentation will be followed by 5-10 minutes of discussion. Prior to class email me a copy of your presentation slides or summary.

The assessment criteria include preparedness and progress made to date, clarity and organization of presentation within the time limit, and how questions and comments from the floor are handled by the student. You will receive short written feedback together with a mark.

4. CLASS WORK: 10% (Learning Outcomes 1-3)

This component includes reading set texts and participation in informed discussion of topics thereof; contributing relevant and constructive comments and questions on student presentations; and participating actively in the writing workshops and other practical sessions. This assessment item is ongoing and it takes into account quantity and quality of contribution, preparedness and class behaviour (i.e. presence, punctuality and attention). Students will often be required to submit a short written summary of set readings or tasks prior to class.

Assessment criteria:

> providing succinct and analytically relevant comments on student presentations that demonstrate an understanding of research (e.g. how to formulate research questions and how to probe the appropriateness of chosen method, how to support an argument, how to find appropriate sources, ethical issues, etc);
> demonstrated participation in writing workshops by contributing analytical observations on use of language and structuring of argument (i.e. don't just say "it is good / bad", rather justify your observations by providing examples, identifying specific words etc.);
> critiquing abstracts according to set criteria provided on the worksheet for class;
> submitting clearly written, critically reflective page-long summaries of set readings and participating in class debate that demonstrate thoughtful and detailed preparation (e.g. picking out certain specific points in the readings and arguing for or against them in 3-5 sentences, or asking probing questions regarding certain specific points in the set texts).
> Students must contribute at least 1 valuable point that meets the above criteria for each class activity.

Weekly tasks and due dates are listed in the Course Schedule / Weekly Topics section of this Course outline.
Late submissions will not accepted for class activity tasks, as they are intended as preparation for a specific class.

Please note, that you will need to submit electronically (i.e. email me) by 5:00pm Monday, 10 August a topic proposal with a working bibliography and a draft abstract. The abstract should be 250-300 word long and should identify the field/research question, its significance and context and summarize what you intend to achieve and how (i.e. aims and methods). We'll discuss these matters further in class as part of the writing workshops.

Submission of Assessment Tasks
Please refer to the School's document Essential Information for SAM Students:
https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/

Major Assignment, Annotated Bibliography and Revised Abstract should be **submitted to Turnitin** on the course Moodle site. Once you have submitted you will receive a **receipt** to confirm that you have successfully submitted. **Keep this receipt as proof of the date and time that you lodged your assignment.** If you do not receive such notification, you must ask your Convener, by email, to check whether your upload was successful.

In addition, please **submit a hard copy of all of these to the Lecturer** at the end of the Friday seminar on the due date.

Submit Topic Proposal, Preliminary Reference List and Draft Abstract **by email to the lecturer**.

You must submit written work in 12-point font, double spaced and paginated. Do keep an electronic and hard copy yourself.

If you have any **problems submitting** via Turnitin send your Convener a word.doc version of your assignment immediately, together with an explanation of the problem you are encountering. You should then follow the protocol outlined at the following site: http://teaching.unsw.edu.au/moodle-students-help

If you have difficulty using the Moodle environment or tools, please contact External TELT support. Moodle Mobile is now supported on this version of Moodle.

TELT: externalteltsupport@unsw.edu.au PHONE: 9385 3331 (internal: 53331)

Please be aware that when you submit a UNSW course assignment online, through a facility such as Turnitin etc., you are automatically acknowledging that you have understood and abided by the University requirements in respect of student academic misconduct outlined in the Student Code Policy and Student Misconduct Procedures, both of which are available at: https://my.unsw.edu.au/student/academiclife/assessment/StudentMisconduct.html

You are also declaring that the assessment item is your own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part. In addition, you are declaring that the assessor of this item may, for assessment purposes
-       provide a copy to another staff member of the University
-       communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

Late Submission
PLEASE NOTE THAT THESE RULES APPLY FOR ALL COURSES IN SAM.
If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive a mark of 0. For more information on submission of late work, consult the FASS assessment protocols at https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/.

Extension Procedure

- A student seeking an extension should apply through the Faculty's online extension tool available in LMS before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days.
- The Course Authority can only approve an extension of up to five days. A student requesting an extension of more than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.
- A student who missed an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.

- This procedure does not apply to assessment tasks that take place during regular class hours or any task specifically identified by the Course Authority as not subject to extension requests.
- For more information, see the FASS extension protocols on the SAM policies and guidelines webpage: https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/

Special Consideration

In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html Special consideration applications should normally be made within three working days of any missed assessment task or submission deadline.

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

11. Academic honesty and plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

• **Copying**: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

• **Inappropriate paraphrasing**: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

• **Collusion**: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

• **Duplication**: submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Details of what plagiarism is can be found on the Learning Centre's Website Plagiarism & Academic Integrity website (http://www.lc.unsw.edu.au/plagiarism), in the myUNSW student A-Z: Guide https://my.unsw.edu.au/student/atoz/Plagiarism.html and in Appendix A of the Student Misconduct Procedure (pdf-https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf).

The Learning Centre also provides substantial education written materials, workshops, and tutorials to aid students, for example:

    Correct referencing practices;
    Paraphrasing, summarising, essay writing and time management
    Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.
Individual assistance is available on request from The Learning Centre.
Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

It is also recommended that you include a statement about Turnitin. Eg UNSW makes use of the similarity detection tool Turnitin. For this course you are required to submit an electronic version of your written assignments so they may be

reviewed using this procedure.

12. Course schedule

Week 1 (July 29): Introduction and discussion – topics, methods, library resources Discussion of formalities and conventions of academic research. What is an abstract? How to write one? What is a database? Which one to use? Searching tips. Sample proposals will be studied and analysed in class.

Homework: **1**. Study and evaluate sample abstracts provided in Moodle. Highlight words and phrases that provide signposting, context, essential information, and/or capture succinctly complex details. Be prepared to discuss these in class. **2**. Think of potential topics and explore available resources. **Draft an abstract and prepare a preliminary reading list**. Email these to lecturer **by Monday 10 August**.

Week 2 (August 5): Abstract and proposal writing — Workshop 1.

Sample abstracts will be studied and analysed in class. Students' potential topics will be discussed.

Homework: **1**. Study the introductory pages of selected papers provided in Moodle to identify vocabulary, structure and style of writing that is appropriate for *Introductions* and/or Research proposals. Be prepared to discuss these and submit by email to Lecturer your preparation notes by 8.30am on the day (before class). This should include a statement about what makes a good introduction and a few samples of key words/phrases that are typically found in such sections of research papers and proposals (max 1 page total). Use the samples provided in Moodle for illustrating your points. **2**. Revise your abstract and finalize your annotated bibliography

DUE: **Email Lecturer draft abstract and reference list** <u>for feed-back</u> by **5pm Monday 10 August**. The abstract should be 250-300 word long and should identify the field/research question/problem, its significance and context, aims and methods of investigation, and a likely outcome. The reference list should have 6-8 scholarly items as a minimum

Week 3 (August 12): Abstract and proposal writing — Workshop 2.

Sample Introductions and student abstracts will be studied in class. **Peer assessment**: Each student will evaluate one other student's abstract according to a scoring sheet a copy of which will be collected by lecturer as a record of class contribution activity.

Finalizing student presentation schedule

Homework: Revise your abstract, continue work on references in preparation for your presentation

Week 4 (August 19): Presentations of work in progress (ca. 7 students each week)

DUE: Submit annotated bibliography (minimum 8-12 items) and revised abstract for assessment.

Week 5 (August 26): Presentations of work in progress continued

Week 6 (September 2): Presentations of work in progress continued

Week 7 (September 9): Presentations of work in progress continued

Week 8 (September 16): Presentations of work in progress continued

Week 9 (September 23): Presentations of work in progress continued

Homework: Read hand-outs (provided in Moodle) for class discussion and prepare a <500 word comparative/combined summary.

Mid-Semester Break: 26 September - 5 October

Week 10 (October 7): Discussion of the role of government, universities, graduates; the arts and music in society (as per set readings and individual experiences)

Homework: Read the Furedi and Latham documents provided in Moodle; submit a 1-page critical summary and have at least 1 specific question or comment to make in class.

DUE: Submit Major Assessment / Proposal on **Wednesday October 7**

Week 11 (October 14): Discussion of readings continued.
Homework: Read Meyer's "Australian Universities: A portrait of decline" (link provided in Moodle and item marked with * in below "Useful additional texts…") and make at least 1 specific point about it in writing (<300 words). Collect further information on arts/music & society, education and/or ethical issues (e.g. copyright). Have at least 1 resource to bring to the class' attention.

Week 12 (October 21): Student-led discussion of resources and issues; reflection on degree program and skills/knowledge attained; going on to honours; career optioncareer options.

13. Expected Resources for students

> The primary general resources are in Moodle
> The Recommended **Referencing Style** for all written work is the **Author-Date (or Harvard) system**. A full guide can be found by going to the university's homepage, and typing referencing in the search box (direct link: http://www.lc.unsw.edu.au/onlib/ref_elec4.html) or by searching in Google for "Chicago Style Manual" and then choosing "Quick Guide" (directly link: http://www.chicagomanualofstyle.org/tools_citationguide.html)

Useful additional texts for class discussion on ethical and policy matters:

1. *Furedi, F. (2004). *Where have all the intellectuals gone*. London: Continuum.
2. *Latham, C. (2004). *Survival of the fittest*. Sydney: Currency House.
3. Letts, D. (1996). *The Art of self-promotion: successful promotion by musicians*. St Leonards: Allen & Unwin -- Australia Council.
4. Letts, D. (1994). *Your career as a composer*. St Leonards: Allen & Unwin -- Australia Council.
5. *Meyers, Donald: *Australian Universities: A Portrait of Decline*. FREE digital copy at:
   a. http://www.australianuniversities.id.au/
6. Myles, A. (2006). *Beyond talent: Creating a successful career in music*. New York: Oxford University Press.
7. Platform Papers — Quarterly essays from Currency House. Most are available from UNSW bookshop and Library. See especially
   - No. 1 (2004). 'Our ABC' - a dying culture: one way forward in arts programming
   - No. 4 (2005). The myth of the mainstream: politics and performing arts in Australia today
   - No. 6 (2005). Art in a cold climate : rethinking the Australia Council
   - No.7 (2006). Does Australia Need a Cultural Policy?
   - *No. 38 (2013). ENLIGHTENMENT OR ENTITLEMENT? Rethinking tertiary music education

Sources for Research Methods and Academic Writing:

1. Clarke, E., Cook, N. (eds.) (2004). *Empirical Musicolog*y: *Aims, Methods, Prospects*. Oxford-New York: Oxford
   a. University Press.
2. Wingell, R. (1990). *Writing about Music: An introductory guide*. Englewood Cliffs, N.J.: Prentice Hall

For further resources consult the Library and contact its Help desk on Level 2.

Assistance is also available at
info.library.unsw.edu.au/web/services/services.html

14. Course evaluation and development

This course outline has incorporated suggestions on student evaluation forms regarding improved clarity of assessment tasks and a slower pace for reading and other assessment schedules. To avoid all major assignments being due in the final weeks of session and coinciding with end of year recitals, the content of the course has been swapped around to start with the research proposal and conclude with ethical and professional issues. This schedule of activities was successfully trialled in 2012 to student satisfaction. The project proposal due date is set so that students may benefit from the mid-term recess week.

In 2015 the course continues the option, introduced in 2007, of writing a grant application instead of a research proposal. This may provide valuable experience in a 'real-life' task and has proven useful for students in the past. The class runs as a 3-hour seminar which assists students with managing and streamlining their own time commitments and hopefully freeing up travelling times for focussed study. In 2014 there is an unexpected increase in enrolments (above 40 instead of under 30 which has been the customary student number). This is perhaps because 2014 is the **last year of this course being offered**. Adjustments have been made to the course schedule to accommodate the larger cohort without adding contact hours or jeopardizing content and learning outcomes.