



Academy of Music and Performance
BA (Hons) Music & Creative Music Technology

Module MCM603

Contemporary Issues in Music

Essay

MODULE BOOKLET 2

2016 – 2017

Deadline for submission: 15.00h 10.02.17

Tutor: Nick Redfern

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Room: G32 Time: Thursday 11.00 to 12.00

Start date: WB 3rd October 2016 End date: 15.00 10th February 2017

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What will you do to complete this module?

You will research a topic which addresses a current issue in the world of music which has been accepted by your tutor. The research will be presented in the form of an essay with a suggested word count of 2,500 words. This essay is worth 70% of the module.

Please do not use web-based resources as evidence as they are usually highly derivative, contain inaccuracies and of a poor quality. They may also lack academic rigour or objectivity. There are some resources which are appropriate but please consult your module Tutor and Formative Group beforehand.

How will the subject be taught?

You will attend a series of seminars and lectures concerning contemporary issues. You will be invited to a series of individual tutorials to support your work.

How will the essay be submitted?

You will submit your essay as a Word file

How will the essay be assessed?

It will be assessed in accordance with the [Module Learning Outcomes](#).

What is the assessment strategy?

The assessment strategy will reflect the aims and learning outcomes of the relevant module and will include:

- Evidence of Research Skills
- Knowledge and understanding
- Depth of understanding
- Communication skills through writing
- Use of resources

What are the deadlines for this module?

Essay: Start date: WB 3rd October 2016

End date: 15.00 Friday 10th February 2017 submitted as a Word file to christopher.hickling@ncn.ac.uk

A late submission will result in a maximum grade of 40%. A submission after 5 working days of the deadline will result in failure.

What is the process for a deadline extension?

Complete the extension form and email to nick.redfern@ncn.ac.uk 5 working days before the deadline.

MODULE MANAGEMENT

Credit points and Duration:	20 credit points – 15 weeks
Module Leader:	Nick Redfern
Subject:	Contemporary Issues in Music
School:	Academy of Music and Performance
Pre- or post-requisites:	None
Site of Delivery:	ncn – Clarendon Campus
Date:	August 2016

External examiner

Dr Paul Oliver Lecturer in Music & Music Business Perth College, University of the Highlands and Islands (UHI)

Internal verification

Signature:

Date:

Module Specification 2016/17

Basic Module Information		
1	Module Title	Contemporary Issues in Music
2	Module Code	MCM603
3	Credit Points	20 Credit points
4	Duration	15 weeks
5	School	Creative, Cultural & Digital Cluster
6	Date	22/08/2016

7 Pre, Post and Co-requisites

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

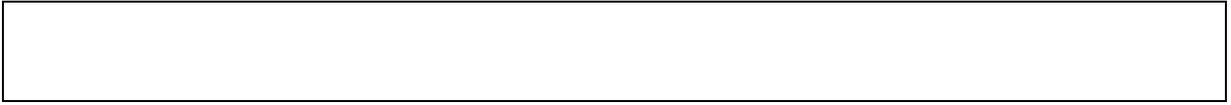
Pre, Co, Post Module Code Module Title

None

8 Courses containing the module

Level Core/Option Mode Code Programme Title

6 Core FT/PT MCM603 BA (Hons) Music & Creative Music
Technology



9 Overview and Aims

This module will develop your understanding of current issues in the area of music. You will develop the ability to discuss and analyse contemporary issues in music with reference to wider socio-political issues and will have a greater awareness of how to keep in touch with current issues.

10 Module content

The Module examines:

- The position of music as an art and a product in modern society
- The impact of modern technology on the creation and presentation of musical products
- The role of the internet in the marketing, promotion and distribution of music
- The impact of new delivery formats on the music industry
- Current developments in academic research into the area of sound and music perception

11 Indicative reading

1. Negus, K and Street, J. (Editors). (Quarterly). *Popular Music Journal*.
Cambridge University Press
2. Herrington, T. (Editor in Chief). (Monthly). *The Wire*. Wire Magazine
Ltd

12 Learning outcomes

Return to [How will the essay be assessed?](#)

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

1. Demonstrate a broad understanding of contemporary issues in music

2. Show an understanding of how current issues in music relate to, and are driven by, issues in other areas of society

Skills, qualities and attributes. After studying this module you should be able to:

1. Evaluate a range of views on a specific subject within the broader area of music
2. Explore the impact of current issues on techniques and practices within the music industry
3. Contribute to group discussions on specific subjects
4. Develop ideas and construct written and verbal arguments

13 Teaching and learning

Range of modes of contact

This indicates the range of direct contact teaching and learning methods used on this module, eg, lectures, seminars

Lecture	15
Seminar; preparation for assessment	10

Total contact hours 25

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, eg, directed reading, research

Self-directed learning - Directed reading, 175
individual research, internet searching,
literature search, original empirical research;
assessment production

**Total non-contact 175
hours**

14 **Assessment methods**

This indicates the type and weighting of assessment elements in the module

<u>Weighting</u>	<u>Type</u>	<u>Description</u>
70%	Essay	A 2,500 essay investigating a contemporary issue of the student's choice
30%	Seminar	A seminar managed by a small group of students to discuss a contemporary issue in Music & Creative Music Technology

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark:

Throughout the module you will have the opportunity to discuss your

progress with your tutor and receive informal feedback

Further information on assessment

This section provides further information on the module's assessment where appropriate

Essay: Detailed summative written feedback

Seminars: Detailed summative written and verbal feedback

No 3: Generic Assessment Criteria: Essay

SMAC = Specific Module Assessment Criteria

You will find below the kinds of areas that your tutors will be considering when assessing your written work. Remember, though, that your tutors will be looking at your piece of work as a whole when determining the final mark. They will be happy to discuss their assessment with you and show you how to maximise your strengths and firm up on your weaker points.

Each section below is split into two parts, the first indicates the general criteria used within BA (Hons), the second indicates the specific criteria (otherwise known as SMAC). The additions will be used when relevant (if a specific box is blank then refer to the generic).

	Addressing the Question	Argument	Understanding the topic	Structure	Presentation / Research / Referencing
Weighting	25%	25%	25%	10%	15%
86 -100% Upper First	Addresses the question correctly, understanding all its nuances. No irrelevant material. Reflects ethical and	A powerful argument, which is much focused. The transition from findings to analysis is clear. Excellent critical and analytical abilities	Demonstrates full understanding of topic within a wider context. Shows excellent critical and analytical abilities.	Excellent structure with an introduction and conclusion setting out the issues to be discussed with clarity. The flow is analytical and is well planned in the analysis of	Spelling and grammar are excellent. Additional use of referencing to what the student has read. Text and quotations used are relevant. Evidence of up to date and carefully selected primary (if secondary sources used.

	philosophical dimensions to the topic	shown.		the topic.	
70 – 85%	Addresses the question correctly, understanding all its nuances. Little or no irrelevant material. Robust evaluation of the reliability and validity of evidence and arguments put forward.	The reader is convinced by the power of the argument presented. It is laid out in a well-structured and coherent fashion. Sections relate well to each other and build up to form a convincing whole. The student is able to present a clear critique of the work of others.	Demonstrates full understanding of topic within a wider context. Shows excellent critical and analytical abilities.	A very good structure with an introduction and conclusion setting out the issues to be discussed with clarity. The flow is analytical and is well planned in the analysis of the topic.	Presentation, spelling and grammar are very good. Extensively and accurately referenced throughout , and quotations used are carefully selected; supported by a detailed list of references and bibliography identifying all sources (on separate pages) Shows extensive use of both primary (if applicable) and secondary sources.
60-69%	Addresses the question adequately. Little or no relevant material. Ability to analyse, synthesise and	A clear argument is presented which engages the reader and prompts a debate. Positions are not merely listed but are weighed carefully. The	Demonstrates substantial understanding of topic within a wider context. Shows good critical and analytical abilities.	Has an adequate structure with an introduction and conclusion setting out the issues discussed. The flow is analytical.	Presentation, spelling and grammar are acceptable. The piece is thoroughly referenced throughout and uses an adequate number of quotations. Accurate referencing throughout with
First					
2.1					

	evaluate key concepts and theories.	argument flows, with good cross-referencing between parts of the essay.			detailed list of references & bibliography
50-59% 2.2	Does not address all aspects of the question. May contain some irrelevant material.	There is clear sense of a position being developed, with the argument being developed through the dissertation. There might, however, be points at which it could be expressed more clearly.	Demonstrates reasonable but incomplete understanding of topic and its context. Shows limited critical and analytical abilities.	Has an acceptable structure with an introduction and conclusion setting out the issues discussed. The flow is analytical. Tone and style are appropriate and contributes to the debate.	Presentation, spelling and grammar are acceptable. Some referencing and patchy quotations, related to list of references and bibliography (on separate pages).
40-49% 3rd	Addresses only some aspects of the question. May include some irrelevant material.	The argument is implied rather than being explicit. The themes presented are confused and lack flow and coherence.	Demonstrates limited or patchy understanding of the topic and its context. Little evidence of critical and analytical abilities.	Poor structure with an incoherent introduction and conclusion. The flow is descriptive and rushed.	Presentation, spelling and grammar are poor with many mistakes. Poor referencing with many mistakes inadequately related to list of sources, again with many mistakes and not separated.
26-39%	Does not really	There is little sense of	Demonstrates little	Very poor structure with	Presentation, spelling and

Marginal Fail	address the question. May include a lot of irrelevant material.	a sustained argument. The work is fragmented and lacks clear themes.	understanding of topic and its context. Very little evidence of critical and analytical abilities.	an incorrect essay style. The flow is descriptive and rushed.	grammar are very weak or incorrect. Poor referencing with many mistakes inadequately related to list of sources, again with many mistakes and not separated.
0-25% Clear Fail	Fails to address the question either because the material is largely irrelevant or because there is little or no information.	No sense of an argument. Little or no findings. No evidence of critical and analytical abilities.	Demonstrates very little understanding of topic and its context. No evidence of critical and analytical abilities.	Very poor structure with no introduction and /or conclusion. The flow is descriptive and rushed.	Presentation, spelling and grammar are very weak or incorrect. Poor or no referencing with many mistakes inadequately related to list of sources, again with many mistakes and not separated.