

# MUS101 Intro to Songwriting and Performance

**School:** School of Business and Creative Industries

2025 | Semester 2

UniSC Sunshine Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

In this course, you will study the foundations of songwriting, live sound, and staged performance. You will be guided by lecturers and industry practitioners as you engage in the basics of songwriting for live performance. You will apply these skills in a number of modes including live sound, stage presence, performance practice and collaborative music making. This course will culminate in a live group performance of original songs.

Students are expected to make themselves available for autonomous group rehearsals outside of workshop time. Students must therefore consider their availability on evenings and weekends, as well as normal working hours.

### 1.2. How will this course be delivered?

| ACTIVITY  | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|----------------|-----------|
| <b>BLENDED LEARNING</b>                                     |       |                |           |
| <b>Learning materials</b> – Online Learning Materials       | 1hr   | Week 1         | 12 times  |
| <b>Tutorial/Workshop 1</b> – In-class face to face workshop | 2hrs  | Week 2         | 12 times  |

### 1.3. Course Topics

- Songwriting
- Performance
- Live Sound
- Collaborative music making
- Arranging for live performance
- Sets
- Live Music
- Industry Professionalism

## 2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

### 3. What is the unit value of this course?

12 units

### 4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES  |  | GRADUATE QUALITIES   |
|---|--|--|
| On successful completion of this course, you should be able to... |  | Completing these tasks successfully will contribute to you becoming... |
| 1   | Develop a shared musical vocabulary led by 21st Century popular approaches to music creation   | Creative and critical thinker  |
| 2   | Build a knowledge of the key elements of songwriting and lyric writing informed by both artistic and industry practice.              | Knowledgeable  |
| 3   | Produce music and lyrical works of your own creation as part of an ongoing process of development for a portfolio of creative works. | Engaged  |
| 4   | Explore songwriting theory in an industry best practice framework according to intellectual property considerations.                 | Ethical  |
| 5   | Develop critical listening and self-analysis skills essential to songwriting practice in the 21st Century.                           | Creative and critical thinker  |

### 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

#### 5.1. Pre-requisites

Not applicable

#### 5.2. Co-requisites

Not applicable

#### 5.3. Anti-requisites

Not applicable

#### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

### 6. How am I going to be assessed?

#### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

#### 6.2. Details of early feedback on progress

An opportunity exists in every workshop to produce and perform creative pieces individually and/or in small peer groups and receive feedback from peers and teaching staff.

### 6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT                     | INDIVIDUAL OR GROUP  | WEIGHTING % | WHAT IS THE DURATION / LENGTH?  | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT?                          |
|---------------|----------|--|----------------------|-------------|---|-----------------------|--|
| All           | 1        | Artefact - Creative, and Written Piece | Individual           | 30%         | 2-5 minutes song plus written lyric sheet   | Week 5                | Online Submission                                  |
| All           | 2        | Artefact - Creative                    | Individual           | 35%         | 2 - 3 minutes plus lyric sheet  | Week 10               | To be Negotiated                                   |
| All           | 3        | Artefact - Creative, and Written Piece | Individual and Group | 35%         | 2-3 minutes of original songwriting (per student) and 500 word critical reflective written work | Week 13               | Online Assignment Submission with plagiarism check |

#### All - Assessment Task 1: Song Sketch: Performance of Original Song

|                        |   |   |
|------------------------|---|---|
| <b>GOAL:</b>           | The purpose of this assessment is to develop skills in basic songwriting and performance.   |   |
| <b>PRODUCT:</b>        | Artefact - Creative, and Written Piece  |   |
| <b>FORMAT:</b>         | In this task you will engage in industry-led practices in professional songwriting to write a new song in the form of a 'song sketch'. It must consider the 'campfire rule' as discussed in this course and show evidence of lyrics, melody, harmony, and popular song form. The 'song sketch' is delivered as recorded video artefact featuring your basic performance ideas and as a written lyric sheet. |   |
| <b>CRITERIA:</b>       | <b>No.</b>  | <b>Learning Outcome assessed</b>  |
|                        | 1   | Building an applied knowledge of lyric writing and narrative principles discussed in this course <b>2</b> |
|                        | 2   | Building a song with industry-informed song structures <b>2</b>   |
|                        | 3   | Exploring melodic, harmonic, and rhythmic structures for meaning making purposes <b>4</b>                 |
|                        | 4   | Producing a performed original song that demonstrates foundational principles of performance <b>3</b>     |
| <b>GENERIC SKILLS:</b> | Communication, Collaboration, Applying technologies, Information literacy   |   |

## All - Assessment Task 2: Collaborative Music Making

|                        |   |  |                                  |
|------------------------|---|--|----------------------------------|
| <b>GOAL:</b>           | The purpose of this assessment is to place your developing songwriting skills into a common industry framework of practice.   |  |                                  |
| <b>PRODUCT:</b>        | Artefact - Creative   |  |                                  |
| <b>FORMAT:</b>         | In this task you will develop a version of your original song for a collaborative live performance environment. Your work will include multiple musical layers with different musical functions as discussed in learning materials. You will perform this with your band in a 'rehearsal room' setting. You will also submit a lyric sheet. |  |                                  |
| <b>CRITERIA:</b>       | <b>No.</b>  |  | <b>Learning Outcome assessed</b> |
|                        | 1   | Developing critical listening to identify and develop the song and performance   | 5                                |
|                        | 2   | Exploring the application of songwriting theory to develop a collaborative live performance version of the song in a rehearsal room context. | 4                                |
|                        | 3   | Developing and applying a shared musical vocabulary in the context of band rehearsals to develop collaborative work.                         | 1                                |
| <b>GENERIC SKILLS:</b> | Communication, Problem solving, Applying technologies   |  |                                  |

## All - Assessment Task 3: Live Band Performance

|                        |  |  |                                  |
|------------------------|--|--|----------------------------------|
| <b>GOAL:</b>           | The purpose of this assessment is to place your collaborative work in a larger industry-informed process including technical knowledge in sound production and staging.  |  |                                  |
| <b>PRODUCT:</b>        | Artefact - Creative, and Written Piece   |  |                                  |
| <b>FORMAT:</b>         | In this task you will engage in an industry-guided live performance of your groups set of songs. You will work collaboratively with peers to coordinate the logistics of the gig including live sound basics. This set will showcase collaboration, the songwriting toolkit, live sound basics, and performance knowledge you developed during semester. You will also submit a written critical reflective work that details your contribution, intentions, and outcomes. |  |                                  |
| <b>CRITERIA:</b>       | <b>No.</b>   |  | <b>Learning Outcome assessed</b> |
|                        | 1  | Producing musical and performance outcomes in a collaborative industry context. (GROUP)  | 3                                |
|                        | 2  | Building and delivering appropriate musical and performance contributions to a set of songs. (INDIVIDUAL)  | 2                                |
|                        | 3  | Exploring appropriate and effective technical considerations in crafting and delivering a set of songs for live performance. (INDIVIDUAL)        | 4                                |
|                        | 4  | Developing critical analysis of creative work demonstrating understanding of songwriting, performance and collaboration principles. (INDIVIDUAL) | 5                                |
| <b>GENERIC SKILLS:</b> | Communication, Collaboration, Organisation   |  |                                  |

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Students are expected to make themselves available for autonomous group rehearsals. Students must therefore consider their availability on evenings and weekends as well as normal working hours.

## 9. How are risks managed in this course?

Risk assessments have been performed for all studio and laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty  
From 15 minutes to 30 minutes: 20% penalty  
More than 30 minutes: 100% penalty

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)