Course Name, (Code): and Credit Point Value
Semester and Year

Teacher’s Name/Names:
Room:
Telephone:
Email:
Unit Web Site:
Interview Hours:

Content: Brief outline of topics covered and any special emphases.
Example: This seminar is designed to enable seminar participants to gain an appreciation of Arnold Schoenberg’s compositional style and aesthetic of 1914 – 1923. During this time Schoenberg composed works for orchestra, chamber ensembles, solo piano, choirs and vocal soloists in tonal, free-atonal and twelve-tone styles. Particular attention will be paid to Schoenberg’s choral symphony and to his first twelve-tone compositions, as well as to his arrangements and original compositions for military bands, for the Schwarzwald School, and for the Society for Private Musical Performances. Works to be studied include the Four Orchestral Songs, op. 22, Die Jakobsleiter, Schoenberg’s reorchestrations and arrangements of Bach chorales and Strauss waltzes, the Klavierstücke, op. 23 and the Serenade, op. 24. (Schoenberg and the War)

Rationale: Explains value of unit of study to the award as a whole.
Example: To enhance the professional development of Conservatorium students by developing tertiary-level generic communication skills and providing students with a broad historical/cultural framework within which to contextualise their music studies. (Historical and Cultural 1)

Aim: Indicate what students will understand or be able to do at the completion of the Unit of Study.
Example: ‘The aim of this Unit of Study is that students will develop skills and understanding in jazz improvisation through the transcription and analysis of the solos of great jazz musicians. (Jazz Transcription 1)
Learning Objectives and Outcomes: What students will be able to do whatever assessment tasks are set.

Example: At the conclusion of this unit of study students will be able to:
- Demonstrate a knowledge of means of analysing and transcribing jazz solos;
- Demonstrate an understanding of the value of transcription and analysis of jazz solos’
- Analyse and transcribe jazz solos. (Jazz Transcription 1)

Pre-requisites: List any previous or parallel subjects required for enrolment in Unit of Study and any other academic or technical requirements.

Assessment: List components of assessment (attendance, essays, oral presentations, exams, transcription folios, recitals etc) together with percentage contribution to total result

Attendance: Minimal requirements

Marking criteria: List criteria in relation to the various forms of assessment eg. oral presentations, essays, recitals, exams, etc. This section should include a directive referring students to What’s Expected: The Conservatorium Guide to Academic Writing and Thinking.

Example: The following criteria will apply for assessment:

- In the listening test you can identify excerpts by title, date, and genre and discuss characteristic features of melody, harmony, rhythm, timbre and instrumentation.

- Your spoken presentation is well prepared and informative and demonstrates your ability to apply correct terminology and to employ critical and imaginative thinking within the time limit.

- Your weekly journal illustrates that you have written brief notes each week recording your impressions of or opinions about one or more of the assigned listening/reading items.

- Your progress report demonstrates that you have chosen an assignment question and that you have read and/or listened to at least 5 relevant sources (these may include internet resources and film/music recordings). The report is not marked as part of the formal assessment but reading it gives me a chance to give you advice and suggestions.

- Your written assignment shows careful planning and demonstrates your ability to answer the assignment question by applying correct terminology and employing critical and imaginative thinking; and

- Your written assignment demonstrates that you have consulted What’s Expected: The Conservatorium Guide to Academic Writing and Thinking and/or Conservatorium staff for appropriate referencing of all written, recorded and internet sources. (Schoenberg and the War)
**Plagiarism:** Indicate penalties for plagiarism and direct students to University policy sites. Note that all students must sign a compliance statement when submitting all assessments.

*Example:* Plagiarism of any kind will be severely penalised and may result in a Fail grade. Students are directed to consult the University of Sydney policy and the Assignment Guide (What’s Expected) on the Sydney Conservatorium Infodesk: http://infodesk.conmusic.usyd.edu.au. (Multi-Cultural Studies)

**Penalties:** These may cover a variety of infringements including late submission and incomplete or under length work

**Appeals:** What to do if you are unhappy with a grade.

*Example:* If you are dissatisfied with a grade, speak first to the person who assessed your work. If you are still unhappy, you should contact the Unit of Study co-ordinator, the Chair of Unit or the Head of Department. Appeals may be informal or in writing. An appeal against an assessment mark must be made within six months.

**Use of On-Line Sources:**

*Example:* More than two internet references per essay is unacceptable. Use of the Internet should be emphasise primary documents such as photographic image collections or on-line scholarly journals. Two good on-line sites for primary sources and bibliographic material are:

http://www.fordham.edu/halsall/sbook.html

http://orb.rhodes.edu/ http://orb.rhodes.edu/

**Non-academic sites, such as personal web pages, private educational company websites and on-line student papers are unacceptable.** (Historical and Cultural Studies I)

**Textbooks:** List any essential texts.

**References:** Specify any essential or advisory listening or reading

**Graduate Attributes:** Specify the graduate attributes particularly associated with this Unit of Study. The full Graduate Attributes is attached to this document.

*Example:* This course contributes to graduate attributes in relation to the four categories of Research and Inquiry, Personal and Intellectual Autonomy, Ethical, Social and Professional Understanding and Communication. The course places emphasis on the second and last category assisting particularly in creating independent learners and students with a perspective on local, national and international concerns. (Education 5)

**Course Outline:** Details structure of unit of study on a weekly basis. This usually means specifying weekly lecture/tutorial/seminar topics together with associated reading/listening and indication of library holdings (where applicable)
**Research/Teaching Nexus**: Comments on course content in relation to staff interests/expertise/research area.

**Student Feedback**: Responses to Unit of Study Evaluations or other quality assurance mechanisms.