Office Hours: MTWRF 10 AM – Noon; All times are Central Time (US)

Required Text: What’s That Sound; An Introduction to Rock and Its History, 5th edition, by Covach and Flory

The student will also be asked to purchase one album, to be assigned by the professor, as part of one of the class projects.

Course Description: A study of the predecessors to and evolution of rock music from the early 50’s through the developments to the present. The course is designed for non-music majors.

Some of the materials presented in this class, in addition to being historical, are very graphic and direct, using language that some may object to, and referring to practices that are not just outside of the mainstream, but also in many cases, illegal. They are part of the culture we will be studying, and we would be doing the course a disservice by ignoring them.

Major Course Objectives:
- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories
- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- Developing a clearer understanding of, and commitment to, personal values.

Student Learning Outcomes: The students will be able to:
- Recognize, define, and employ significant terms and concepts introduced in the readings or lectures.
- Employ a range of technical language to identify, discuss, compare, and integrate aspects of musical style within the rock, blues, or rhythm and blues idiom.
- Identify representative pieces chosen from each period, and draw intelligent conclusions about probable genre, artist, possible recording labels, and approximate date.
- Listen to an example from a genre of music studied in class, comprehend its distinctive characteristics, and articulate those characteristics.
- Listen, read and think critically about the relationship between musical style and cultural history.
- Listen to an example from a genre of music studied in class, and articulate a comparison to other music genres discussed in class.
- Describe musical examples with regard to the student’s personal likes and dislikes, using factual knowledge gained in class to justify these opinions.
- Demonstrate the ability to work effectively with others to support a shared purpose or goal.

Method of Assessing Learning Outcomes:

Learning outcomes will be assessed by:
- Three Exams (100 points each)
- One CD Review (200 points)
- One Teamwork Project (100 points)
- Final Exam (200 points)
- Total points for course - 800

The grading scale is as follows:
- 90-100% (720 to 800 points): A
- 80-89% (640 to 719 points): B
- 70-79% (560 to 639 points): C
- 60-69% (480 to 559 points): D
- 59% and below (0 to 479 points): F
Exams:
The three exams will be given on the following dates.
  - Friday, June 7, 2019
  - Friday, June 14, 2019
  - Friday, June 21, 2019

Test access will begin at midnight (12:00 AM) and end at 11:59 PM on each of the specified dates above.

Included in the exams will be a section on Tune Identification. What that means is that I will play a portion of a tune and the students will identify the tune and the artist from a list included on the test.

Makeup exams will not be given except under emergency situations, such as a death in the family, or accidents/illnesses that involve hospitalization.

CD Review Assignment:
The CD Review Assignment will be due on **Monday, June 24th, 2019**. I will accept assignments until 11:59 PM on this date. The student will write a review of an important album assigned at the beginning of the semester. Each album will be randomly chosen by the professor. Each student will be assigned a unique album from every other student, which will be purchased by the student (unless the student already owns the album in question).

Please **do not** discuss these bullet pointed items in a tune-by-tune fashion. I am looking for the **general approach** the musicians take over the course of the entire album. Discussing melody, harmony, rhythm, etc. for each individual tune will take you far too long to do, and take far too long for me to grade. **I will deduct points if you do this.**

Please turn all assignments in via Blackboard.

CD Review Form:
There are three parts to this assignment.

Part I: (worth 40 points total)
In this format, list the following information:
- Name of the album and of the artist – 4 points
- Name of all songs on the album – 10 points
- Name of the composer(s) for each of those songs – 4 points
- Birth/death dates (years only) of composer(s) – 4 points
- Names of instruments used on the album – 6 points
- Name of musicians playing each of those instruments – 6 points
  (should include soloists, conductors, orchestra name, etc.)
- Year the album was originally released – 2 points
- Name of the album’s producer – 2 points
- Recording label – 2 points

Part II: (worth 100 points total)
In this section the student will, (in paragraph form):
- **Provide a short biography of the artists/band – 14 points**
  How did the band develop up to the time this album was recorded? As part of this section, be sure to identify three musicians and/or groups that influenced these artists, and three musicians and/or groups that these artists have themselves influenced.
- **Provide some historical background on the albums – 14 points**
  Include any social significance that this recording has, any awards (Grammy, Oscar, etc.) that this album might have won, any significant sales or chart position that this album may have held. Also talk about the way this album has influenced and/or changed the rock landscape.
- **Identify the style(s) of the album in question – 8 points**
  Examples of styles include, but are not restricted to, Blues, Country, Tin Pan Alley, Rockabilly, Doo-Wop, Surf, Folk (and Folk Rock), British Invasion, Soul, Acid Rock, Heavy Metal, Disco, Punk, Grunge, Rap, etc.
• **Discuss the overall melodic characteristics of the album – 8 points**
  Does the melody tend to be sung/played in the high/low range of the performers?
  Does it have a narrow or wide range? Does it tend to repeat certain ideas frequently
  Is there any use of melisma, or the melody more syllabic?

• **Discuss the overall harmonic characteristics of the album – 8 points**
  Is the harmony in a major or minor key? Or is it blues influenced? Is it consonant or dissonant?

• **Discuss the overall rhythmic characteristics of the album – 8 points**
  What is the basic meter of the tunes in general? Does the artist tend to play fast or slow? Or is there a wide variety of tempos present throughout the album? Are there any repetitive rhythmic patterns?

• **Discuss the dominant formal structures used in each album – 8 points**
  What formal structures are used (Contrasting or Simple Verse/Chorus, Blues, AABA, Tin-Pan Alley, etc.)?

• **Discuss the way each album uses dynamics – 8 points**
  How soft/loud is the music in general?
  Does it tend to remain the same with this group? Or does it tend to change often?

• **Discuss the texture(s) each album uses – 8 points**
  Does the music tend to be presented monophonically/homophonically or polyphonically?

• **Discuss the relationship between the text and the music throughout the album - 8 points**

• **Mention any other characteristics of importance that are present in the album – 8 points**
  What instruments/voices (includes background vocals) are heard prominently?
  Mention any significant instrumental solos, important riffs, etc.

**Part III: (worth 60 points total)**

In this section the student will include his/her thoughts and perspectives of the music.

The student’s grammar and spelling will also be assessed here:

• The student will state his/her opinion of the music on their assigned CD – 4 points
• The student will justify his/her opinion of the music on their assigned CD, **using information derived from Part II** – 36 points
• Grammar and spelling – 20 points.

It is highly recommended that students make an appointment with the professor, via phone or Skype, to discuss his/her particular CD before Spring Break of the session. Each album will have its own unique issues which need to be discussed. My office hours are an ideal time to ask questions concerning your specific CD. Please have your CD with you when calling so that I can use it to help demonstrate answers to your questions.

**Teamwork Project: Rock and Roll Space Capsule Project: The Golden Record**

Pioneers 10 and 11, which preceded Voyager, both carried small metal plaques identifying their time and place of origin for the benefit of any other spacefarers that might find them in the distant future. With this example before them, NASA placed a more ambitious message aboard Voyager 1 and 2, a kind of time capsule, intended to communicate a story of our world to extraterrestrials. The Voyager message is carried by a phonograph record, a 12-inch gold-plated copper disk containing sounds and images selected to portray the diversity of life and culture on Earth.


**Rock and Roll Space Capsule Project**

The Rock and Roll Space Capsule Project will be due on **Friday, June 28th, 2019**. I will accept assignments until 11:59 PM on this date. For this project, groups of four will be formed, assigned randomly by the professor once the class roster has been finalized. Each team will be responsible to collect a list of music from the entire history of rock and roll that showcases the span of musical achievement and significance in that genre. Each team will turn in these two items:

1) Teamwork Assessment Form
2) Rock and Roll Space Capsule Report
Each team will turn in these two items:
   1) Teamwork Assessment Form
   2) Rock and Roll Space Capsule Report

Each team will come up with a list of ten musical selections that are significant in the history of rock and roll. Think about your social responsibility to include a diverse body of rock music and musicians for this project. Remember to think globally instead of only locally or individually. It is possible to pick selections of music that you may not personally like or identify with. You may consult with your classmates, friends, and relatives when constructing this list.

Each team will then work together to create a final list of ten rock and roll songs and write the rationale for each song’s inclusion.

Once the Teamwork portion is finished, each student will complete and submit a Teamwork Assessment Form. This form evaluates the contributions of each member of the team and will be kept confidential.

Any student who does not fill out Teamwork Assessment Form will receive a zero (0/100) for the entire assignment.

The Report
1) List the ten music selections included in the report IN CHRONOLOGICAL ORDER:
   10 points: 1 point per song.
   Each song’s appropriateness to the list will be graded here.
2) Each song should include a YouTube link:
   5 points: ½ point per song.
3) Write a short paragraph for each song, discussing the reasons for that song’s inclusion on this list:
   25 points: 2 ½ points per song.
   Your reasoning for each song’s inclusion will be graded here.
4) Things to consider when choosing songs for this list:
   A) their influence upon the history of rock music
   B) How do the songs represent the social, political, and cultural issues of their respective time?
   C) Do the songs represent each era (50s, 60s, 70s, 80s, 90s, 2000s, 2010s) up to the present day?
   30 points: 3 points per song.

The Teamwork Assessment Form
The Teamwork Assessment Form will be worth 30 points. Any student who does not fill out Teamwork Assessment Form will receive a zero (0/100) for the entire assignment.

Final exam:
The final exam will be given on Wednesday, July 3rd, 2019. The final exam is comprehensive in nature. It will be similar in format to the other tests given during the semester.

Academic Honesty:
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook. In essence, the willingness to cheat undermines our purpose at the university.

Plagiarism is, quite simply, turning in someone else’s language, paragraphs, ideas, or writing for credit without adequately documenting your sources. Plagiarism includes letting your parents write your essay (even small portions) or turning in an essay from high school for credit in this class. To read more, check out the Center for Academic Integrity.

Students with Disabilities:
Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process.
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<tr>
<th>Week</th>
<th>Dates</th>
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<tr>
<td>Wk. 1: 6/3/19</td>
<td>Syllabus; Hand out CD’s for CD review assignments. Assign groups. Introduction: Studying Rock</td>
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<td>6/4/19</td>
<td>Chapter 1: The World Before Rock and Roll</td>
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<td>Chapter 2: The Birth and First Flourishing of Rock and Roll</td>
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<td>Chapter 3: The Demise of Rock and Roll</td>
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<td>6/7/19</td>
<td><strong>Test No. 1: Introduction &amp; Chapters 1-3</strong></td>
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<td>Wk. 2: 6/10/19</td>
<td>Chapter 4: The Beatles and the British Invasion</td>
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<td>Chapter 5: American Responses</td>
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<td>Chapter 6: Motown Pop and Southern Soul</td>
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<td>Chapter 7: Psychedelia</td>
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<td>6/14/19</td>
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<td>Wk. 3: 6/17/19</td>
<td>Chapter 8: The Growing Rock Monster, part I; up to and including Progressive Rock</td>
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<td>6/18/19</td>
<td>Chapter 8: The Growing Rock Monster, part II; from Jazz-Rock to end of chapter</td>
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<td>6/19/19</td>
<td>Chapter 9: Black Pop, Reggae, and The Rise of Disco</td>
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<td>6/20/19</td>
<td>Chapter 10: Mainstream Rock, Punk, and New Wave</td>
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<td>6/21/19</td>
<td><strong>Test No. 3: Chapters 8-10</strong></td>
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<td>Wk. 4: 6/24/19</td>
<td>Chapter 11: I Want My MTV CD Reviews Due Today</td>
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<td>6/25/19</td>
<td>Chapter 12: Heavy Metal, Rap and the Rise of Alternative Rock</td>
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<td>6/26/19</td>
<td>Chapter 13: Alternative Rock and Rock Alternatives</td>
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<td>6/27/19</td>
<td>Chapter 14: Widening Gaps Teamwork Projects Due Today</td>
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<td>6/28/19</td>
<td>Chapter 14: Widening Gaps Teamwork Projects Due Today</td>
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<td>Wk. 5: 7/1/19</td>
<td>Chapter 15: Rock Traditions &amp; The Business of Change: Technology and Rock: Mainstream Rock in the New Millenium: Country and Beat-Based Styles</td>
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<td>7/2/19</td>
<td>Chapter 15: Rock Traditions &amp; The Business of Change: Country and Beat-Based Styles: Indie Rock Sells: Rock as Discourse</td>
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<td>7/3/19</td>
<td><strong>Final Exam: Introduction &amp; All Chapters</strong></td>
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<td>Exam is open from 12 midnight on 7/3/19 to 11:49 PM.</td>
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