History of Rock and Roll

Syllabus
MUS 1313; Survey of Rock and Roll
Fall 2021, Goldthwaite High School
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Required Text
What’s That Sound; An Introduction to Rock and Its History, 5th edition, by John Covach and Andrew Flory. This text may be purchased in eBook form for $40 at What’s That Sound? Click on the Purchase Options icon on the top right of the landing page for more information.

Students will need to have access to a computer capable of sound playback as part of the testing process includes identification of the tunes the students will be hearing in class. Included as an addendum to this syllabus is a list of the tunes played in class, and YouTube links to these tunes are available for study purposes, however, because of copyright laws, these links are often removed from YouTube. Please note that computers may be used in class to take notes or for study purposes only. Any student using their computer for any other reason will take notes on paper and study outside of class time.

Course Description
MUSI 1313 is a study of the predecessors to and the evolution of rock music from the early 50’s through recent years. The course is designed to be non-musician friendly. 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 only outside of the mainstream, but in many cases, illegal. They are part of the culture we will study, 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

✓ 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.

Grading*

▪ Daily participation and assignments 10%
▪ 15 Quizzes 20%
▪ Two Projects 30%
▪ Two Exams 30%
▪ Final 10%

*Final grades will be issued only when the course is completed at the end of the semester. Grades will not appear on high school grade reports any 6-week grading period except the last one of the semester. Students can keep up with their grades by using the above information.

Late Assignment Policy

▪ Since all assignments are to be submitted through Google Classroom and are clearly outlined in the syllabus and Classroom, no late assignments will be accepted.

Exams

The midterms/exams will be taken without the use of notes or text. These exams will be given on or about the following dates.

1. Late September, 2021 - Exam 1
2. Early November, 2021 - Exam 2
3. Early December, 2021 - Final Exam

Makeup exams are allowed, however, it is the student's responsibility to approach the professor to schedule makeup exams prior to the scheduled exam. Included in the exams will be a section on Tune Identification during which students will hear a portion of a tune and will identify the tune and/or the artist.

**Album Project**
The student will write a review of an important album assigned at the beginning of the semester. This review will be typed.

There are three parts to this assignment.

**Part I**: (worth 20 points total) The categories below may be combined into one item. Make a list containing the following information:
- Name of the album and of the artist – 2 points
- Name of all songs on the album – 5 points
- Name of the composer(s) for each of those songs – 2 points
- Birth/death dates (years only) of composer(s) – 2 points
- Names of instruments used on the album – 3 points
- Name of musicians playing each of those instruments – 3 points (should include soloists, conductors, orchestra name, etc.)
- Year the album was released originally – 1 point
- Name of the album's producer – 1 point
- Recording label – 1 point

**Part II**: (worth 50 points total) In this section the student will, (in paragraph form):
- Provide a short biography of the artists/band – 7 points
  - 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 – 7 points
  - Include the idiom of Rock and Popular music (that we have discussed in class) that this album fits into, 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.

**Individual song (also in paragraph form)**
- Identify the style(s) of the selected tune – 4 points
  - Examples of styles include, but are not restricted to, Blues, Country, Tin Pan Alley, Gospel, Rockabilly, DooWop, Schlock Rock, Surf,
Folk (and Folk Rock), Motown, British Invasion, Soul, Acid Rock, Heavy Metal, Disco, Punk, Grunge, Rap, Hip-Hop, etc.

- Discuss the general melodic characteristics of the songs – 4 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 general harmonic characteristics of the songs – 4 points
  - Is the harmony in a major or minor key? Or is it blues influenced? Is it consonant or dissonant?
- Discuss the general rhythmic characteristics of the songs – 4 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 song? Are there any repetitive rhythmic patterns?
- Discuss the formal structures used the chosen song – 4 points
  - What formal structures are used (Contrasting or Simple Verse/Chorus, Blues, AABA, Tin-Pan Alley, etc.)?
- Discuss the way the chosen song uses dynamics – 4 points
  - How soft/loud is the music in general? Does it tend to remain the same with this song? Or does it tend to change often?
- Discuss the texture(s) each work uses – 4 points
  - Does the music tend to be homophonic or polyphonic?
- Discuss the relationship between the text and the music - 4 points
- Mention any other characteristics of importance – 4 points
  - What instruments/voices (includes background vocals) are heard prominently? Mention any significant instrumental solos, important riffs, etc.

Part III: (worth 30 points total) In this section the student will include their 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 – 11 points
- Grammar and spelling – 15 points.

It is highly recommended that each student make an appointment with the professor to discuss his/her particular CD before the end of Week Three of the semester. Each album will have its own unique issues. Also, my office hours are an ideal time to ask questions concerning your specific CD. Please bring your CD with you when visiting me during my office hours so that I can use it to help demonstrate answers to your questions.
Listening Guide Project

Part 1, Each Individual: 25 points. Students will form groups of 2-3 students each, for the purpose of creating a list of 2-3 (1 per person in the group) supplementary songs that might be used to demonstrate important points within the textbook.

- Song not on the class listening list or discussed in the text – 5 points
- Justification – 15 points
  - Why did you choose this tune to demonstrate the point that the text was making? How does this song demonstrate aspects of; (A) social, political, and cultural issues, (B) issues of race class and gender, (C) the development of the music business, and/or (D) the development of technology? On which page would this song fit into the text?
- Grammar/spelling – 5 points

Part 2, Group Cooperation: 75 Points. Pick one of the songs from the Individual section to write a listening guide. The listening guide should be modeled on the Listening Guides in your text. The group may divide the assignment so that each group member constructs one part of the Listening Guide individually, or the group may decide to work as a unit to construct the Listening Guide together.

- List the names of each member of the group – 1 points
- List the title of the tune – 1 points
- List the performers(s) of the tune – 1 points
- List the composer(s) of the tune – 1 points
- Identify the stylistic genre of the piece – 1 points

- Write an introduction to the piece, answer the following questions about it – 10 points
  - What year was the tune released? What record company released it? What album (if it was released on an album) was it originally released on? Is this an original tune, or is this a cover? Were there any subsequent covers of this record? Has the tune been sampled as part of a subsequent tune(s)? What does the record tell us about the time in which it was recorded, including its social content, subject matter, use of language, etc.?
- Form with timestamp – 10 points
  - Where is the beginning of each new Formal Section (Verse, Chorus, Bridge, etc.)?
- Rhythm with time stamp – 10 points
  - What is the basic meter of the tune (duple/triple/quadruple/etc.)? The tempo (slow/medium/fast)? Are there any repetitive rhythmic patterns?
• Melody/Harmony with time stamp – 10 points
  o Does the melody tend to be sung/played in the low/middle/high range of the performers, or does it encompass the singer’s entire vocal range? Does it tend to repeat certain ideas frequently? Is it “pop” sounding or is it blues influenced?

• Timbre with time stamp – 10 points
  o What instruments/voices (includes background vocals) are heard prominently? Mention any significant instrumental solos, important riffs, etc.

• Dynamics/Volume with timestamp – 10 points
  o How quiet/medium/loud is the music at the beginning? Does it change at all during the course of the tune? If so, where?

• Grammar/spelling – 10 points

Each student’s grade for this assignment will be determined by adding the individual grade for Part 1 to the combined group grade for the Part 2 group Listening Guide. This teamwork/listening guide assignment must be typed.

Final exam
The final exam will be given on the last Friday of the semester during class, and is comprehensive in nature.

Cell Phone Policy
The use of cellular phones during class is strictly prohibited.

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 another class for credit in this class. To read more, check out the Center for Academic Integrity.

Student Responsibilities
The student should plan on getting started by reading each day’s assignment and repeatedly listening to the corresponding musical examples. You have been provided with online links to these tunes at the end of this syllabus. The listening examples will take time and concentrated attention in order for the student to
gain the needed knowledge of what is happening within each tune. The listening portions of each of the tests will involve playback of short excerpts, not the entire tunes. Exam content will be covered in large part by the group work we will be doing. Taking notes during group and class discussions is suggested. Those of you who are active participants in the class work will be more likely to remember the material.

**University Course Withdrawal Policy**
The last day to drop or totally withdraw from regular session courses and the University is on the angelo.edu website. Withdrawal will be indicated with W.

**Reading Assignments and Syllabus**
The timing and content of the class may be changed to meet the needs of the class by the professor.

Wk. 1: Chapter 1: Rural/Urban Blues; R&B as a Marketing Category…; R&B as a "Dangerous Influence"; Chap. 2: Rise of Youth Culture in 50's; Radio & Records; Crossovers & Covers; 1st Rock & Rollers Cross Over

Wk. 2: Chapter 2: 1st Rock & Rollers Cross Over; The Rise of Elvis Presley: In Steps Corporate America; Rockabilly in the Wake of Presley; The Day The Music Died: Chapter 3: Splitting Up The Market: Tennyboppers and Their Older Siblings; Ambitious Pop; The Rise of The Producer; Sweet Soul on the Rise

Wk. 3: Chapter 3: Rockabilly Popsters: Surfin' USA: …; Narrative Lyrics Run Amok…

Wk. 4: Chapter 4: Brit. Pop in the 50's/early 60's; Beatles as Students; Beatle Infl.; Beatlemania, 1963-1966; The British Invade: Rolling Stones & the British Blues Revival: The Mop Tops Threaten the Big Wigs.

Wk. 5: Chapter 5: Folk Rock; Amer. Pop on Both Coasts; Garage Bands: No Exp. Nec.; TV Rock: The Industry Tries to Take Over.

Wk. 6: Chapter 6: Berry Gordy Jr. and Black Music for White Audiences; Chicago R&B 10/7/15 Chapter 6: Southern Soul; James Brown: On The Way To Funk; Chapter 7: Drugs and the Quest for Higher Consciousness; Psychedelic Ambition: Beach Boys & Beatles

Wk. 7: Chapter 7: The San Francisco Scene and Haight-Ashbury: The London Scene 10/14/15 Chapter 7: Los Angeles and NY; Woodstock Nation: Fest.,
Audiences, & Radio; Chapter 8: The Hippie Aesthetic; Blues-Based British Rock; American Blues Rock and Southern Rock

Wk. 8: Chapter 8: Progressive Rock: Big Ideas & High Ambitions; Jazz-Rock Fusion & Jazz-Influenced Rock; Glam Rock and Rock Theater…; The Singer-Songwriters; Country Rock, **Exam No. 1: Chapters 1-7**

Wk. 9: Chapter 9: Black Pop in the 1970's; Black Pop in the 1970's (cont.): James Brown, George Clinton & P-Funk; Reggae: Rise of Disco; Disco & the Hippies

Wk.10: Chapter 10: Mainstream Rock: 1975-1980; The Advent of The Big Album; Rethinking Previous Approaches: New Arrivals in the Late 1970s; Roots of Punk in US, 1967-75; Rise of Punk in UK, 1974-77; The Rise of New Wave, 1977-80; MTV is On The Air; Dance Music of the 1980's

Wk.11: Chapter 11: The New Traditionalists; Adapting to Newer Styles: Older Musicians in the 1980's; Chapter 12: Heavy! Duty! Heavy Metal in the 1980's; The Emergence of Rap, **Album Project due**

Wk.12: Chapter 12: Punk Goes Hardcore; Indie and College Rock

Wk.13: Chapter 13: The Rise of Alternative: Metal Extensions; Indie Rock

Wk.14: Chapter 14: Rise/Classic Rock; New Rock Trads: Rock is Still Pop; Female Singer/Songwriters; Teen Idols; Beat-Based Pop; Technology and Rock; Mainstream Rock in the New Millenium; Country & Beat-Based Styles; **Exam No. 2: Chapters 8-14**

Wk. 15: Chapter 15: Country & Beat-Based Styles; Indie Rock Sells; Rock as Discourse **Listening Guide Project due**

Wk. 16: Final Exam

Links: Below is a list of links to most of the tunes we will listen to in class. These links are also on Google Classroom.

**Chapter 1**
Over The Rainbow: Judy Garland
[http://www.youtube.com/watch?v=oydqXZa_fzw&list=PLdhbqTUuI6F6Mvg3tWjYBMK4XSdIS5c1&index=1](http://www.youtube.com/watch?v=oydqXZa_fzw&list=PLdhbqTUuI6F6Mvg3tWjYBMK4XSdIS5c1&index=1)

All or Nothing At All: Frank Sinatra
[https://www.youtube.com/watch?v=eO1g7dako_w](https://www.youtube.com/watch?v=eO1g7dako_w)
Sittin’ on Top of The World:  
https://www.youtube.com/watch?v=MTx6DTcZJ4o

Hey Good Lookin’: Hank Williams, Sr.  
https://www.youtube.com/watch?v=ahkJgnrmqdq

Crossroad Blues:  
https://www.youtube.com/watch?v=GsB_cGdgPTo

I’m Your Hoochie-Coochie Man: Muddy Waters  
https://www.youtube.com/watch?v=ZXN0B7SMlzY

Shake Rattle & Roll: Big Joe Turner  
http://www.youtube.com/watch?v=Y9wTQsAgktg&list=PLdhbqTUuIF6WMvg3tWjYBMK4XSdIS5cl1

Shake Rattle & Roll: Bill Haley  
http://www.youtube.com/watch?v=Wa4FH9mbDGU&list=PLdhbqTUuIF6WMvg3tWjYBMK4XSdIS5cl1

Chapter 2

Blueberry Hill: Fats Domino  
http://www.youtube.com/watch?v=bQQCPrwKzdo&list=PLdhbqTUuIF6XiqutfHUHXIfwO-rSqiDt8&index=1

Johnny B. Goode: Chuck Berry  
https://www.youtube.com/watch?v=6ROwVrF0Ceq

Tutti Frutti: Little Richard  
http://www.youtube.com/watch?v=F13JNjpNW6c

That’s All Right (Mama): Elvis Presley  
https://www.youtube.com/watch?v=NmopYuF4BzY

That’s All Right (Mama): Arthur Crudup  
http://www.youtube.com/watch?v=uxHQUvCkV20

Chapter 3

Tom Dooley: The Kingston Trio  
https://www.youtube.com/watch?v=AoBLGE2cCdU&feature=BFa&list=PL6CDD0DAE5BF799B2

Down in Mexico: The Coasters  
http://www.youtube.com/watch?v=EBW6xZsNsqY
Be My Baby: The Ronnettes  
https://www.youtube.com/watch?v=jrVbawRPO7I

There Goes My Baby: The Drifters  
http://www.youtube.com/watch?v=noFS4_oEakI

All You Have To Do I Dream: The Everly Brothers  
http://www.youtube.com/watch?v=tbU3zdAgIX8

Only The Lonely: Roy Orbison  
https://www.youtube.com/watch?v=2whGEvy13Ag

Surfin' USA: Beach Boys  
http://www.youtube.com/watch?v=2fGaBv8pAMA

**Chapter 4**

I Wanna Hold Your Hand: Beatles  
https://www.youtube.com/watch?v=jenWdylTtzs

Tomorrow Never Knows: Beatles  
https://www.youtube.com/watch?v=7UjvdZm-Tu8

House of the Risin' Sun: Animals  
https://www.youtube.com/watch?v=5A-4VGfx5lU

Satisfaction: Rolling Stones  
https://www.youtube.com/watch?v=nrlPxIFzDi0

You Really Got Me: The Kinks  
https://www.youtube.com/watch?v=-2GmzyeeXnQ&list=PL8E430A79EA896F3F

My Generation: The Who  
https://www.youtube.com/watch?v=qN5zw04WxCc

**Chapter 5**

Positively 4th Street: Bob Dylan  
https://www.youtube.com/watch?v=WOP6R3JvNHq

Mr. Tambourine Man: Byrds  
https://www.youtube.com/watch?v=NyOzGPbn2tg

California Girls: Beach Boys
Chapter 6
Baby Love: The Supremes
http://www.youtube.com/watch?v=9_y6nFjoVp4

The Way You Do: The Temptations
http://www.youtube.com/watch?v=cDakhsaPTE0

People Get Ready: The Impressions
https://www.youtube.com/watch?v=I04yM7-BWbg

In The Midnight Hour: Wilson Pickett
http://www.youtube.com/watch?v=FGVGFj7POA

Respect: Aretha Franklin
http://www.youtube.com/watch?v=6FOUqQt3Kq0

Papa’s Got a Brand New Bag: James Brown
http://www.youtube.com/watch?v=9ogGAIyjMNY

Chapter 7
Good Vibrations: The Beach Boys
https://www.youtube.com/watch?v=Eab_beh07HU

A Day In The Life: The Beatles
https://www.youtube.com/watch?v=usNsCeOV4GM

White Rabbit: Jefferson Airplane
https://www.youtube.com/watch?v=WANNqr-vcx0&feature=mr_meh&list=PL8E430A79EA896F3F&playnext=0

Sunshine of Your Love: Cream
https://www.youtube.com/watch?v=zt51rITH3EA

Purple Haze: Jimi Hendrix
https://www.youtube.com/watch?v=fjwWjx7Cw8I

Chapter 8
Whole Lotta Love: Led Zeppelin
https://www.youtube.com/watch?v=0bcljILqORM

Whipping Post: The Allman Brothers
https://www.youtube.com/watch?v=JCltdKWWfZG8

Evil Ways: Santana
http://www.youtube.com/watch?v=_tKIPuLfeKg

Roundabout: Yes
http://www.youtube.com/watch?v=-Tdu4uKSZ3M&feature=mr_meh&list=PL29F1229C358637CE&playnext=0

You've Got a Friend: James Taylor
https://www.youtube.com/watch?v=xEkIou3WFmM

Take It Easy: The Eagles
https://www.youtube.com/watch?v=UI3F687SsoU

**Chapter 9**
Thank You (Falettinme Be Mice Elf): Sly and the Family Stone
http://www.youtube.com/watch?v=5YXPJOUD7G0

Papa Was A Rolling Stone: The Temptations
https://www.youtube.com/watch?v=pJV2pWFyfn4

Livin' For The City: Stevie Wonder
https://www.youtube.com/watch?v=99gNYaz6YaM

Tear The Roof Off The Sucker (Give Up The Funk): Parliament
https://www.youtube.com/watch?v=99gNYaz6YaM

Get Up, Stand Up: Bob Marley and the Wailers
http://www.youtube.com/watch?v=X2W3aG8uizA

**Chapter 10**
Show Me The Way: Peter Framptom
https://www.youtube.com/watch?v=zLgeTtYwQ7o

More Than A Feeling: Boston
https://www.youtube.com/watch?v=oR4uKcvQbGQ
Feels Like The First Time: Foreigner
https://www.youtube.com/watch?v=CK6jKL2qWxo

Anarchy in the U. K.: Sex Pistols
http://www.youtube.com/watch?v=0TZ_9-rbslo&feature=BFa&list=PLD5252EA720E7BB9D

My Best Friend’s Girl: The Cars
http://www.youtube.com/watch?v=XkSmLh2Hbi0

Pump It Up: Elvis Costello
https://www.youtube.com/watch?v=3KI9eN-AY1s

Chapter 11
Billie Jean: Michael Jackson
http://www.youtube.com/watch?v=Zi_XLOBD0_Y

Like A Virgin: Madonna
http://www.youtube.com/watch?v=s__rX_WL100

1999: Prince
https://www.youtube.com/watch?v=rblt2EtFfC4

Born In The U.S.A.: Bruce Springsteen
http://www.youtube.com/watch?v=IZD4ezDbbu4

Don’t Stand So Close to Me: The Police
http://www.youtube.com/watch?v=KNIZofPB8ZM

Pride (In The Name of Love): U2
http://www.youtube.com/watch?v=LHcP4MWABGY

Sledgehammer: Peter Gabriel
http://www.youtube.com/watch?v=OJWJE0x7T4Q

Chapter 12
Shout at the Devil: Motley Crue
https://www.youtube.com/watch?v=jC0kJHsTtzCA

One: Metallica
Rock Box: Run DMC  
http://www.youtube.com/watch?v=GND7sPNwWko

Don’t Believe The Hype: Public Enemy  
http://www.youtube.com/watch?v=LK8sxngSWaU

Ladies First: Queen Latifah  
https://www.youtube.com/watch?v=8Qimg_q7LbQ

Color Me Impressed: The Replacements  
http://www.youtube.com/watch?v=9_358OhlRqo

The One I Love: R.E.M.  
http://www.youtube.com/watch?v=j7oQEPfe-O8

Chapter 13  
Smells Like Teen Spirit: Nirvana  
http://www.youtube.com/watch?v=hTWKbfoikeg

When I Come Around: Green Day  
https://www.youtube.com/watch?v=i8dh9gDzmz8

Hurt: Nine Inch Nails  
https://www.youtube.com/watch?v=q0bZtf5MCzY

In The Aeroplane Over The Sea: Neutral Milk Hotel  
https://www.youtube.com/watch?v=W6H8WcTPnWM

Loser: Beck  
https://www.youtube.com/watch?v=YgSPaXgAdzE&list=PLdhbqTUuIF6Veu4dzqH8lvxKy8_OnYQG&index=5

Chapter 14  
All I Wanna Do: Sheryl Crow  
https://www.youtube.com/watch?v=fCCkydmtG-k

Crucify: Tori Amos  
https://www.youtube.com/watch?v=9ipCKIx9dHTs&index=4&list=PLdhbqTUuIF6UXcm9oiPR60a-ky-xyN927
End of the Road: Boyz II Men
http://www.youtube.com/watch?v=zDKO6XYXioc

Nothin’ But a G’ Thang: Dr. Dre and Snoop Doggy Dog
http://www.youtube.com/watch?v=_qkP8SvHvaU

Chapter 15
Photograph: Nickelback
http://www.youtube.com/watch?v=BB0DU4DoPP4

Rope: Foo Fighters
https://www.youtube.com/watch?v=kbpqZT_56Ns&list=PLdhbqTUuIF6Vv2go7cpK4YA78y3Vz5s_d&index=2

Before He Cheats: Carrie Underwood
http://www.youtube.com/watch?v=WaSy8yy-mr8

Hey Ya: Outkast
http://www.youtube.com/watch?v=PWgvGjAhvlw

Ashes of American Flags: Wilco
http://www.youtube.com/watch?v=CqWRZXdaG-Y

Hold On: Alabama Shakes
https://www.youtube.com/watch?v=Le-3MIBxQTw&list=PLdhbqTUuIF6Vv2go7cpK4YA78y3
Contents

Syllabus Statements

Student Disability Services ............................................................................................................. 1
Title IX Statement .......................................................................................................................... 1
Student Absence for Observance of Religious Holy Days ............................................................ 2
Incomplete Grade Policy ............................................................................................................... 2
Student Conduct Policies .............................................................................................................. 2
Academic Integrity ......................................................................................................................... 2
Plagiarism ..................................................................................................................................... 2
Copyright Policy ........................................................................................................................... 2
General Policies Related to This Course ....................................................................................... 3

Student Disability Services

ASU 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 of 2008 (ADAAA), and subsequent legislation.

The Office of Student Affairs 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:

**Ms. Dallas A. Swafford**
Director of Student Disability Services
325-942-2047
dallas.swafford@angelo.edu

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**Title IX Statement**
Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator:

**Michelle Nicole Boone, J.D.**
Director of Title IX Compliance
Michelle.boone@angelo.edu
325-486-6357
Mayer Administration Building 204

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**Student Absence for Observance of Religious Holy Days**
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

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**Incomplete Grade Policy**
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

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**Student Conduct Policies**

**Academic Integrity**
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.
Academic Integrity

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.
In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.
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Angelo State University Student Handbook
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