

The History of Rock- MUS 140 001 Summer II 2009

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Office Hours: TBA

Class Time and Place : 12:20 PM MTWTR Room 152

Text: No textbook Required- You can use the internet as a resource. Google, Wikipedia and Youtube are great resources for the class.

Suggested Text: Stuessy and Lipscomb - *Rock and Roll -Its History and Stylistic Development:* (6th ed., Prentice Hall, 2008). Any Edition would work.

Class Goals: The goal of this class is to help you appreciate music by studying the rock phenomenon from its earliest roots to the present. This goal will be achieved through listening to historic rock compositions and the study of various rock artists from the last 50 years.

Class Attendance: I expect you to be present, and on time at all class meetings. You are responsible for all notes, power point presentations, recordings, films/videos presented in class. Due the size of this class, no talking, sleeping, eating, reading newspapers, text messaging or cell phone use during class will be tolerated. All of these activities disrupt the educational process. If these common courtesies are not observed, you will be invited to leave the class. **NO CELL PHONES OUT DURING CLASS!**

Grading:

Tests (20% each) - 60%

Recital Attendance (5% each) 25%

Final - 15%

Grading Scale:

90-100 =A

80-89 =B

70-79 =C

60-69 =D

00-59 =F

Tests : There will be three tests and the final, in this course. The tests may be multiple choice, matching, fill in the blank, short answer or essay. All tests will have a listening component because the goal in this class is to listen to music actively and intelligently.

All Test are on WebCT.

Recital Attendance : You are required to attend at least five concerts. I require you to go to two "Classical" recitals, one "jazz" concert and two other pop/rock/rap/country concerts. The classical and jazz concerts are given by SFA's department of music. You will need to type a page review on all of the concerts you attend. The review should contain your thoughts on the concert. Rock music has its roots from Classical Music, by attending "classical concerts" you will appreciate rock music even more. You can go to any pop/rock/rap/country concert that you want to attend. These concerts can range from going to a club and listening to a cover band to going to see your favorite rock star in the big city. Please turn in all of your recital programs and reviews by the final on WebCT. If you can not go to any rock or jazz concerts, you may go to 5 classical recitals instead. (You can not only go to rock concerts and receive full recital credit.)

In the Summer, I will allow CD, DVD and online Listening and Viewing since there are not as many live recitals. You **MUST** spend AN HOUR (1 Hour) listening to music then you write your review. I expect the same two Rock, two Classical and one Jazz as if you were going to live concerts.

Make sure you put down weather it was a CD, DVD, YouTube, or Streaming Audio source in your review.

Extra credit : I will only take extra credit if you have turn in all of your work. i.e. no missed tested and all of your recitals turned in. I will give extra credit for a final Project. The final project can be over any rock history topic. It can be a paper, a power point presentation, etc. I will give you a handout on the final project if you wish to do this project. You can receive up to 5% of your final grade on this final project. If you go to 5 extra recitals, I will give you 1% extra credit of your final grade, you have to write a report on each of these concerts.

I will give bonus quizzes that will count as extra credit in class. You can not make up a quiz for any reason. It pays to come to class. I may have one quiz every week.

I will cover new material and or give a test during **dead week**.

Students with documented disabilities who need course adaptations or accommodations please make an appointment with me as soon as possible.

If you are having problems, please do not hesitate to contact me. I teach because I love sharing my knowledge with students and will try my best to help you.

Make-Up Test Policy:

Make-up tests will only be given for excused reasons and at my convenience. If you are willing to work with me, I will work with you. Bring in a note to prove your excused absence. **You can not make-up a test for an Unexcused Absence or the day before spring break. All make-up tests are essay.**

The syllabus may be amended at anytime due to the overall performance of the class.

All Test are on WebCT, there are listening questions on each test, so you will need speakers or headphones. You can take the test in one of the computer labs on campus or use your own. You will need to have QuickTime installed on your computer. Call 468-1212 or 468-1919 for tech help since I can not help with tech problems. You are welcome to take the test in the MIDI Lab.

Test Dates (This are subject to change if we are moving at a different rate than I have planned)

Test One- July 21-The Elements of music, Classical Music & Roots of Rock, The 1950s and Early 1960s

Test Two- July 30- mid-60's, The British Invasion, Folk Music, Motown

Test Three- August 10-1970's, America counters the British Invasion, Jazz Rock, Glitter rock

Final- Day of the August 14- Disco, Rap, Metal, 1980s and Present

General Education Core Curriculum Objectives/Outcomes:

1. Objective #1 requires students “to demonstrate awareness of the scope and variety of works in the arts and humanities.” A major goal of this course is to introduce students to the history of music in Western civilization to the Present Rock phenomenon.

2. According to Objective #2, MUS 140 students should understand works of the Western musical tradition to the Present Rock phenomenon “as expressions of individual and human values within an historical and social context.”

3. Objective #3, which requires students “to respond critically to works in the arts and humanities,” is appropriate for MUS 140 students, since teaching musical style is an essential part of teaching music history.

4. Objective #4 asks MUS 140 students “to engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual performing artist.”

5. Students in MUS 140 should be able “to articulate an informed personal reaction to works in the arts and humanities.”

6. According to Objective #6, students in MUS 140 should “develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.”

7. According to Objective #7, students who complete MUS 140 should have a working understanding of the ways in which cultures have interacted musically and continue to do so.

Student/Learning Outcomes: What students should know or be able to do as a result of this course:

I became aware of the scope and variety of works in music history.

I learned to understand musical works as human expressions with a social context.

I was given the opportunity to respond critically to musical works.

I was given the opportunity to respond orally and in writing to various music works.

I developed an appreciation for the aesthetic principles that guide music; e.g. form, tonality, texture, timbre, etc.

I became aware of the multicultural nature of music.

I learned to aurally distinguish between different musical styles and periods.

I can recognize the characteristics of various musical periods and understand how they change over time.

I became aware of the social and political events that evolved during the rock era.

I was given the opportunity to listen to live music through attending recitals and concerts.

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.