



A&M-COMMERCE

MUS 1310: The History of Rock & Roll COURSE SYLLABUS

Term:		Year:	
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INSTRUCTOR INFORMATION

Instructor Name:	
Office Phone:	
A&M Commerce Email Address:	
Instructor Notes:	

Office Location: Online/Remote

Office Hours: Email, ~~Telephone~~, or Virtual by Appointment

Preferred Form of Communication: Email

Communication Response Time: 24 Hours or Less (Grading of assignments is typically not completed in 24 hours or less)

COURSE INFORMATION

Materials

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments and projects in this class.

COURSE DESCRIPTION

This course will provide opportunities for students to develop and broaden their familiarity with, and understanding of, Rock and Roll and other forms of American popular music. Through readings,

audio/visual materials, and assessments, students will gain an increased understanding of American popular music, its heritage, and its social and historical context.

STUDENT LEARNING OUTCOMES

Competency 1: Students will analyze elements of rock music using appropriate vocabulary.

Competency 2: Students will identify the origins of rock music and their impact on early rock.

Competency 3: Students will demonstrate knowledge of rock subgenres from the 1960s and 1970s.

Competency 4: Students will identify connections between rock music and social and political movements.

Competency 5: Students will demonstrate knowledge of rock subgenres from the 1980s and 1990s.

Competency 6: Students will apply knowledge in this course by designing a virtual rock festival.

Regular and Substantive Course Interaction

As a general guide, students enrolled in a three-semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students can demonstrate competency.

COURSE REQUIREMENTS

Minimal Technical Skills Needed: Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Instructional Methods: This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

Email your instructor as soon as you complete your pre-test so the instructor can access and grade your work.

Student Responsibilities or Tips for Success in the Course: To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes should be completed. Please contact the instructor by email for any assistance.

Module	Pretest	Readings & Videos	Post-test	Project
1. Elements of Music	Required	Recommended	Required	---

2. Early Rock	Required	Recommended	Required	---
3. Rock in the 60s and 70s	Required	Recommended	Required	---
4. Social and Political Contexts of Rock	Required	Recommended	Required	---
5. Toward the New Millennium	Required	Recommended	Required	---
6. Create a Virtual Rock Festival	---	---	---	Required

Assessment

Students must achieve 80% or higher for the both the post-test or module project and culminating project to demonstrate competency and pass the course.

Pre-test

The purpose of the pre-test is to provide a baseline understanding of your knowledge in this competency. Pre-tests are taken once and should be completed upon the first couple of days of a CBE academic term or entry into a course if a student is an accelerator. The pre-test is required before you begin studying course materials. If students do not make at least 80% on the pretest, they will be expected to complete assignments, quizzes, and other course content to prepare for the post-test and culminating project. Students are required to complete the post-test even if scoring 80% or higher on the pre-test. The grade on the pre-test does **not** count in the final grade for this course.

Post-test

The end-of-course/module comprehensive exam that assesses student knowledge and understanding of major concepts, theories, processes, etc., in the course/module. **A score of 80% or higher is required** to demonstrate competency. **DUE: Last day of week 7, Friday by 11:59 PM CST.**

If you score less than 80% on the post-test, you will have an opportunity to review the material and retake the post-test two additional times. Students who fail the post-test should review feedback from the instructor before reattempting the post-test. If the post-test score is less than 80% within three attempts, students will receive a grade of "F" in the course and will be required to retake the course in the new term.

Culminating Project

The project assesses your knowledge of terms and the application of concepts presented in this course. **A score of 80% or higher is required** to demonstrate competency. **DUE DATE if you want feedback for revisions: End of week 6. HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST.**

If students score less than 80% on the culminating project, they will have an opportunity to review the material and resubmit the project up to two additional times. If the culminating project is less than 80% within three attempts, students will receive a grade of F in the course and will be required to retake the course in the new term.

GRADING

A score of 80% or higher on both the Culminating Project and Post-test is required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course.

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

F= 79% or below

Post-Tests = 80% of score

Virtual Rock Festival = 20% of score

Assessment

An assessment at the end of each module is intended to emphasize key concepts, theories, processes, etc., introduced in the Learning Objective Module. The end-of-module comprehensive project assesses student knowledge and understanding of major concepts, theories, processes, etc., in the course/module. **A score of 80% or higher** is required to demonstrate competency. **DUE DATE if you want feedback for revisions: End of week 6. HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST.**

If you score less than 80% on the module project, you will have an opportunity to review the material and resubmit the project two additional times. Students who fail the module project should review feedback from the instructor before reattempting a submission. If the project score is less than 80% within three attempts, students will receive a grade of “F” in the course and will be required to retake the course in the new term.

Acceleration Process

Students enrolled in competency-based education courses in the College of Innovation and Design are permitted to accelerate from one CBE course to another during a seven-week academic term under certain conditions. The request to accelerate from one course to another must be initiated by the student upon successful completion of currently enrolled CBE courses. Students are responsible for maintaining communication with faculty and their assigned advisor(s) throughout the acceleration process. Students who fail a course or who drop/withdraw from a CBE course are not eligible for acceleration. Student may only request permission to accelerate in one course at a time. Request to accelerate is initiated and completed by 5:00 pm CST on the fifth Friday of a seven-week academic term.

Process

1. Student successfully completes all required coursework in their CBE courses(s) with a grade of "A" or "B."
2. Student receives emailed verification from the assigned instructor that the course has been satisfactorily completed (Grade of A or B only).
3. Student contacts assigned advisor to provide proof of completion and discuss eligibility for acceleration into another course.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

Learning Management System (LMS) Requirements:

View the [Learning Management System Requirements Webpage](#).

LMS Browser Support:

Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:

Visit the [Virtual Classroom Requirements Webpage](#).

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: *Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.*

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

All emails from students should include:

- **Course name and subject in the subject line (ex. EDCB 517 – Posttest)**
- **Salutation**
- **Proper email etiquette (no “text” emails – use proper grammar and punctuation)**
- **Student name and CWID after the body of the email**

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

CID Policy on Academic Integrity

Academic dishonesty includes cheating, complicity in cheating, multiple submissions (or substantial portions) of the same work for credit without authorization, submitting another’s work, plagiarism, submitting algorithmically (AI) plagiarized work, and other acts that may reasonably be called academic dishonesty.

- Students who commit academic dishonesty will receive a grade of 0 for the assignment in the course and be issued a Written Warning that is reported to the CID Assistant Dean’s office and listed in a database.
- If the student does NOT have a previous Written Warning for academic dishonesty reported in CID courses and has additional attempts available for the assignment, the student may resubmit the assignment (this applies to CBE courses only).
- If the student has a Written Warning of academic dishonesty reported in CID courses, the student may NOT resubmit the assignment, and the instructor will follow the procedure detailed in [Policy 13.99.99.R0.03](#) for Undergraduate Academic Dishonesty and report the incident to the Provost Office.

Use of Artificial Intelligence

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

A&M-Commerce Supports Students' Mental Health – Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted

to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE

Competencies	Assignments
<p>1 – Elements of Music</p>	<p>Pre-Test</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> • <u><i>Music: Its Language, History, and Culture</i>, Chapter 3 “Elements of Music”</u> <p>Videos:</p> <ul style="list-style-type: none"> • <u>Describing Melody</u> • <u>Describing Harmony and Tonality</u> • <u>Describing Texture</u> • <u>Describing Rhythm</u> • <u>Describing Tempo and Time Signatures</u> <p>Post-Test</p>
<p>2 – Early Rock</p>	<p>Pre-Test</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> • <u><i>Popular Music</i>, Chapter 6 “A Changing Nation- Rhythm and Blues”</u> • <u><i>Popular Music</i>, Chapter 7 “Rock and Roll”</u> • <u><i>Popular Music</i>, Chapter 8 “Teen Idols and Surf”</u>

	<ul style="list-style-type: none"> • <u>Popular Music, Chapter 9 “Soul Music”</u> • <u>Rock! It’s Still Rhythm and Blues</u> <p>Videos:</p> <ul style="list-style-type: none"> • <u>Johnny Otis, “Willie and the Hand Jive”</u> • <u>Bill Haley & His Comets “Rock Around the Clock” on The Ed Sullivan Show</u> • <u>Elvis Presley, “Hound Dog”</u> • <u>Chuck Berry, “School Days”</u> • <u>Little Richard, “Tutti Frutti”</u> • <u>The Ronettes, “Be My Baby”</u> • <u>The Beach Boys, “Wouldn’t it Be Nice”</u> • <u>Aretha Franklin, “Respect”</u> • <u>The Temptations, “My Girl”</u> • <u>Stevie Wonder, “Signed, Sealed, Delivered”</u> <p>Post-Test</p>
<p>3 – Rock in the 60s and 70s</p>	<p>Pre-Test</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> • <u>Popular Music, Chapter 10 “The Beatles”</u> • <u>Popular Music, Chapter 11 “British Invasion”</u> • <u>Popular Music, Chapter 13 “Psychedelic Music and the 1960s”</u> • <u>Popular Music, Chapter 14 “Country Rock, Southern Rock, and Jazz Rock”</u> • <u>Popular Music, Chapter 15 “Hard Rock and Heavy Metal”</u> • <u>Popular Music, Chapter 16 “Progressive Rock”</u> • <u>Popular Music, Chapter 17 “Punk, New Wave, Reggae, and Ska” (focus on Punk and New Wave only)</u> <p>Videos:</p>

	<ul style="list-style-type: none"> • <u>The Beatles, “I Want to Hold Your Hand” (Live on the Ed Sullivan Show)</u> • <u>The Rolling Stones, “(I Can’t Get No) Satisfaction”</u> • <u>Pink Floyd, “See Emily Play”</u> • <u>Chicago, “Saturday in the Park”</u> • <u>Miles Davis, “Miles Runs the Voodoo Down” (Live)</u> • <u>Led Zeppelin, “Dazed and Confused” (Live)</u> • <u>Van Halen, “Jump”</u> • <u>Queen, “Bohemian Rhapsody”</u> • <u>The Clash, “I Fought the Law”</u> • <u>ABC News 20/20 Segment on New Wave Music</u> <p>Post-Test</p>
<p>4 – Social and Political Contexts of Rock</p>	<p>Pre-Test</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> • <u>Popular Music, Chapter 12 “American Folk Music” (focus on Seeger, Guthrie, and Dylan)</u> • <u>Star Spangled Banner—Jimi Hendrix at Woodstock: The Anthem of a Generation</u> • <u>Marvin Gaye’s ‘What’s Going On’ Is as Relevant Today as It Was in 1971</u> • <u>Tom Bee</u> • <u>Riot Grrrl</u> <p>Videos:</p> <ul style="list-style-type: none"> • <u>The Motown Effect: Motown and Civil Rights</u> • <u>The Supremes, “Somewhere” and Interview (Tonight Show, Audio Only)</u> • <u>Anthems of the Counter-Culture</u> • <u>Bob Dylan, “The Times They Are A-Changin’”</u> • <u>Bob Dylan, “Blowin’ in the Wind”</u> • <u>Jimi Hendrix, “Star Spangled Banner” (Live at Woodstock)</u>

	<ul style="list-style-type: none"> • <u>XIT: No Reservations (Clip)</u> • <u>Marvin Gaye, “What’s Going On”</u> • <u>Riot Grrrl: The '90s Movement that Redefined Punk</u> <p>Post-Test</p>
<p>5 – Toward the New Millennium</p>	<p>Pre-Test</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> • <u>Popular Music, Chapter 20 “MTV and the 1980s”</u> • <u>Popular Music, Chapter 21 “Alternative Rock”</u> • <u>Popular Music, Chapter 22 “1990s and Early Electronic Music” (focus on rock subgenres)</u> • <u>MTV</u> • <u>Alternative Rock</u> <p>Videos:</p> <ul style="list-style-type: none"> • <u>MTV Original Broadcast from August 1, 1981</u> • <u>The History of MTV</u> • <u>Michael Jackson, “Thriller”</u> • <u>Prince, “Let’s Go Crazy”</u> • <u>Poison, “Nothin’ But a Good Time”</u> • <u>Nirvana, “Smells Like Teen Spirit”</u> • <u>Pearl Jam, “Alice”</u> • <u>Green Day, “Paper Lanterns”</u> • <u>Radiohead, “No Surprises”</u> • <u>Rage Against the Machine, “Bulls on Parade”</u> <p>Post-Test</p>
<p>6 – Create a Virtual Rock Festival</p>	<p>Virtual Rock Festival (Culminating Project)</p>