The History of Rock- MUS 140 002  Summer II 2018

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Office Hours: By Appointment Only  
Class Time and Place: Tom & Peggy Wright Music Building – M153

Text: There is no required text for this course. I will upload certain notes online for your review.
- You can also use the internet as a resource. Google, Wikipedia and Youtube are great resources for the class.

Course Description: For non-music majors or minors only, focusing on listening to music literature of the Western and American musical heritage.

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: Due to the extremely brief time we have in this session, attendance is required. I expect all assignments and quizzes to be completed and turned in on time.

General Education Core Curriculum
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Student Learning Outcomes:
1. Students will be able to understand and identify the basic elements of music.
2. Students will understand and appreciate the music literature and composers of Western “classical” music from the Baroque Period to the present.
3. Students will be able to respond critically and articulate an informed personal reaction to musical works and their performance.
4. Students will explore music in its relation to the other arts, the historical events of the times, and the conditions in which the music was created.
5. Students will be able to understand music as an expression of individual and human value within a historical and social context.
6. Students will demonstrate the ability to communicate in written and oral formats, to function as a team, interact in civic life, and to think critically.
MUSIC TIME CAPSULE PROJECT

Historical background
The Voyager program was an American scientific program that launched two unmanned space missions, the probes Voyager 1 and Voyager 2, in 1977. Included with each probe is a Golden Record.

The Voyager Golden Records are phonograph recordings, which contain sounds and images selected to portray the diversity of life and culture on Earth, and are intended for any intelligent extraterrestrial life form, or future humans, who may find them. Here is link if you would like to learn more about this program.
http://en.wikipedia.org/wiki/Voyager_program

The Class Project
For this project you are required to create your own list that would showcase the span of musical achievement from the Western World – past and present, popular and artistic – for a music time capsule.

1) Planning Portion - Core Objectives - Teamwork/Social responsibility/Critical thinking
The class will work on their teamwork skills by breaking up into groups (assigned by the instructor) with the charge of creating a list of ten selections that will represent the diversity of musical expression of the Western World. Do your best to include pieces from varying chronological, stylistic, and cultural settings. Each individual member will first create his/her list of ten selections. This will also be used for The Video (see below). The team will then work together to create a final list, the process and results of which will be the subject of The Report (see below). Once the Teamwork portion is finished, each student will complete and submit a Teamwork Assessment Form (available on D2L). This form evaluates the contributions of each member of the team and will be kept confidential.

Remember that you are acting as representatives of Western culture, so be sure to think globally instead of only locally or individually; the purpose of this project is to pick music that encompasses the sum of Western musical achievement. Become aware of your own cultural biases; it is possible to include selections of music that you may not personally like or identify with. Use the Internet to listen to different types of music. Use your class notes, textbook, and online recordings. Consult with your classmates, friends, siblings, cousins, parents, grandparents, etc., to gain a broader perspective. You can look at the Contents of the Voyager Golden Record to help with some ideas.
2) Report on the class project

The Report (Required) – Core Objectives – Critical Thinking/Social Responsibility/Written Communication

For the report portion, assume that your Music Time Capsule is scheduled to return to earth in 100 years and that you have been appointed to include a written document along with the selections. [NOTE: although you will have arrived at your selections as a team, each student will write and turn in an individual report on the process and results.] Write a minimum 650-word report (about 2 pages, double-spaced, 1-inch margins, 12-point font) justifying your group’s ten musical selections. What was your group’s thought process? Discuss how your group selected the merits used to pick the musical pieces. What sorts of arguments most strongly influenced the group? What challenges and responsibilities did the group have to deal with in choosing music that adequately represented different eras and subcultures? How did this process influence your understanding of your role as a member of a larger community? Naturally, you should include a discussion of why each individual piece was included.

Keep in mind your audience and purpose while writing; help future humanity understand why your group chose the pieces included in your time capsule. Organize and present your thoughts clearly, using supporting sources to help develop your ideas. Include at least two citations in proper format (format to be discussed in class). These may be from the class text, lectures, materials found online, and/or other sources in the library or elsewhere. Of course, be sure to use proper grammar and syntax.

The Video (Required) – Core Objectives – Critical Thinking/Social Responsibility/Oral Communication

Each student will make a five-minute video describing five out of his/her ten musical selections that encompass the sum of Western musical achievement. Be sure to clearly organize what you want to say so that it makes sense and has the greatest impact. Visualize your audience and strive to use language and delivery that is persuasive and compelling. You may use notes, but try to use them only as a reference. Avoid reading your material to the audience. Make references to your supporting materials to strengthen your argument. Be sure to keep your purpose (that is, what you were striving to do in creating the list) in mind. Let it shape and guide your presentation.

This is from your personal list, NOT the group’s list. Discuss the process by which you came up with your list. Discuss the merits you used to narrow the musical selections to your final ten. (Remember, your personal list should use the same guidelines outlined in the Planning Portion of the assignment.) How did your own musical tastes and experiences (cultural biases) influence your choices? Then, pick five out of your final ten selections to discuss on the video.
In the video, please film yourself in a quiet room with good lighting. The viewer must be able to see you from your waist to your head. We will go over how to film yourself in class in addition to discussing elements of a good oral presentation. You must save the video in a format that D2L and Live Text can upload. We will discuss acceptable video formats in class.

**Grading: Grading Scale:**
Exams (Written and Listening 1-3) (25% each) - 75%
Music Time Capsule Project - 25%

90-100 =A
80-89 =B
70-79 =C
60-69 =D
00-59 =F

**Exams:**

**Test One- 7/19/18-The Elements of music, Roots of Rock, Blues & Gospel, The 1950s, Early 1960s, and mid-60's.**

**Test Two- 7/31/18-, The British Invasion, Folk Music, America counters the British Invasion, Motown, The San Francisco Sound**

**Test Three- 8/8/18, Art Rock, Jazz Rock, 1970’s, Punk, Glitter rock, Disco, Rap, Metal, 1980’s MTV and Present**

**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. All make-up tests are essay. It is your responsibility to check and see if all of your work, tests and concert reviews are submitted. I will not change your grade once they have been posted due to your error. The test are 75% of your grade and the Music Time Capsule Project is 25% of your grade. Make sure all of your work is turned in. The syllabus may be amended at anytime due to the overall performance of the class.

**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/.