The History of Rock- MUS 140 501 Section Spring 2019
Instructor: Herbert Midgley
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Email: hmidgley@sfasu.edu
Desire2Learn (D2L): https://d2l.sfasu.edu
Office Hours: M-F 11 and 1 Online - Email for a face to face meeting: hmidgley@sfasu.edu
Class Time and Place: Online on D2L
Department: Music
Text: No textbook Required- You can use the internet as a resource. Google, Wikipedia and YouTube are great resources for the class. Reading links are in the content areas for each unit.
Course Description: For non-music majors or minors only, focusing on listening to music literature of the Western and American musical heritage. Fall, Spring, Summer
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 online and do all of your assignments when they are due. You are responsible for all notes, power point presentations, recordings, and films/videos presented in class, since all of the content is provided to you in the course material. This is an Online Class, you must complete tests and projects in a timely manner. I expect for you to be engaged through out the semester. You need to complete all of the quizzes and discussion boards before you take each Unit’s tests.
MUS 140 “The History Of Rock and Roll” (3 credits; fully online) spans 15 weeks. The course contains extensive written and video content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week, and also takes a 2-hour final examination. Students have significant weekly reading and listening assignments, are expected to complete weekly quizzes, discussion boards, journal entries and dialogues with the instructor, are required complete a teamwork assignment, go to one concert or recital outside of class, and are required to submit one major paper. These activities average at a minimum of 6 hours of work each week to prepare outside of classroom hours.
Grading: Grading Scale:
Tests (Test and Listening Test 1-3) (20% each) - 60%
Final (Test and Listening 4) - 15%
One Concert Review - 25%

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

The semester moves fast, please keep up with your homework and your tests. There is a test about every month.

If you need more time on a Unit, let me know. I do understand that computer problems happen and so does life. I will work with you to make sure you can be successful if you let me know what issues you are having.

Tests: You MUST take all of the Chapter Quizzes before you can take the test for each Unit!
There will be three tests and the final, in this course equaling 75% of your final grade. 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 of the Tests are on D2L and will be released after the class time on the day of the test. Please finish the Unit Tests by the due date.
You may take the Listening Test two times. I will count the highest grade.

You need to add Test (80 pts.) and Listening Test (20 pts.) together to equal 100 pts., that is your test grade.

Discussion Boards: This is how we can come together as a virtual classroom since the class is so large. Please use tact when posting, no cussing or personal attacks. Treat this like a face-to-face classroom discussion. YOU DO NOT NEED TO POST ON OTHER STUDENTS’ POST. Please read them, however, there is no requirement to comment on others post.

Recital Attendance: You are required to attend at least One concert Live, Online, DVD or on TV, this is 25% of your final grade. (Please watch a concert during Summer One and do not write on concerts before this semester)

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.
Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L, the assessment management system selected by SFA to collect student work for core assessment. The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to D2L this semester, and the date the assignment(s) should be uploaded to D2L. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in D2L this semester.

By enrolling in bracket MUS 140, you are also enrolling in the Core Curriculum-Teamwork Course.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment</th>
<th>Date Due in D2L</th>
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<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Concert Review</td>
<td>Final Project</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Concert Review</td>
<td>Final Project</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global</td>
<td>Concert Review</td>
<td>Final Project</td>
</tr>
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</table>
Student Learning Outcomes:
List all student learning outcomes (SLOs) for this course including the core curriculum objectives and the course specific student learning outcomes that support the PLOs above. In general, SLOs in a course that support the PLOs are specific and include the exact knowledge, skill or behavior taught in the course that supports the more global PLOs. For additional information on meaningful and measurable learning outcomes see the assessment resource page.

Concert Review Project 25% (Required Due The Day Of The Final) This is a concert review, you will write One Concert Review. (650-900 words for this project which is about four pages long. (NO .wps or .pages) I cannot open these files, save as a .txt if you need in your word processing software. You must use either .doc, .docx, .txt or .pdf. I cannot open other formats.

During the long semesters, SFASU has many live concerts, you may go the rock, jazz and classical concerts. It is fine to watch a concert online. Also you may watch a live concert anywhere in the world, as long as it is during the semester. If not, you can watch a concert online. I feel live music is a better experience, however you can not make a live concert there are many online to watch.

You may go to any live concert or you may watch a concert online or DVD. It has to be a concert, not a documentary. The concert can be any genre. Concert Review is due on the Day Of The Final, I will not except this project after this date.

You may go to any music concert of any genre of music as long as the concert is about an hour long.

You will turn into D2L:
One four-page paper with Part 1 and Part 2 clearly listed, have an introduction, body paragraphs, and conclusion for each part of the concert review. You need not answer every question in your report, if you answer most of these that is fine, there may be a question or two that you can not answer. This is a list of material that should be covered in your report.

Part 1: Personal experience and expectations (50%) • Use the first 2 pages of the paper to discuss the following:
Your expectations for the concert (it may be a good idea to do this ahead of time).

- Discuss your own personal musical tastes and experiences (Cultural Self-Awareness).
  - What kind of music do you listen to? Your family? Friends?
  - Have you attended any concerts? Describe your experience(s). What values motivate behavior in this musical culture? What are the expected behaviors at this type of concert?
  - How does this musical culture differ from the culture experienced at the concert you attended, or does it? (Cultural Worldview Framework)
  - What values motivate behavior in Western art music culture? How are they similar/dissimilar to what you’re accustomed to?
  - How did the expected behaviors and social interactions at a “classical” concert differ from your past experiences?
  - Were they followed at this concert? How do you feel about them? (Civic Responsibility/Concert Etiquette)

Part 2: Concert Experience (50%)

- Use the next 2 pages of the paper to describe your concert experience (Critical Thinking).
  - Discuss the hall the music was performed in.
  - Discuss the audience.
  - Most importantly, discuss the music itself using the musical terminology learned in class.

- What was your overall reaction to the concert?
  - Tell the reasons that you enjoyed or did not enjoy the concert.
  - Discuss whether you feel the performers have skill/talent as musicians.
  - Can you appreciate the talent of the performers even if you do not care for the genre or style of music?

Musical accuracy: Your description and evaluation of the concert must be clear and thorough. From your concert experience, please analyze to the best of your ability the music that you heard, and how it affects you.

Musical terminology: Use musical language that you understand. Discussing and analyzing the separate elements such as rhythm, melody, harmony, texture, form, or any other information learned in class is encouraged. Ideally, you will discuss how these elements are synthesized to create a successful piece of music.

In your conclusion, please sum up your experience in the report, based on the analysis of different elements of the concert.

Grammar and sentence structure: As this is a university class, I expect university level writing from you; please proofread your papers carefully for errors.
If you encounter any difficulties with the syntax of your paper, resort to the Academic Assistance and Resource Center (AARC).
You may NOT copy or paraphrase sentences from previous papers of yours written in this class. Turnitin has these papers on file. Cite your sources, if you use material from the web, videos, or books.

You may NOT plagiarize. (Put everything in your own words.) Follow the format, have an introduction, body paragraphs, and conclusion for the concert review. Label each section, Part 1 and Part 2.
If you quote something, please cite your sources in your report.

Attending Live Classical Concerts.
1. Get there early
2. Wear conservative clothes
3. NO TALKING DURING THE CONCERT PERIOD!
4. NO CELLPHONE USE PERIOD!
5. You must stay for the full concert. (DO NOT ATTEND IF YOU DO NOT HAVE ENOUGH TIME – attend another concert.
6. Clap after the concert – wait to clap if you don’t know when to clap between compositions.
7. Walk out in an orderly manner.
8. NO EATING, DRINKING, CELL PHONES or TALKING DURING ANY CLASSICAL CONCERT HERE AT SFA!

You may go to any concert, classical, jazz, rock, etc. The concert may be at SFA as well as anywhere else. It is preferred that you attend a live concert, however, you may watch a concert on TV, DVD or Online.

As music deals with expression of subtleties in a variety of ways it is very important to keep quiet during a performance. Any audible noise or visual distraction disturbs both the performer and the other listeners. Therefore, please follow polite etiquette behavior and refrain from making noise and unnecessary motions. Being considerate to those people that have come to enjoy the music is necessary.

If I witness, or my colleagues tell me about the presence of such disturbing activities during a concert event, I reserve the right to lower the final grade of the student by one letter!

We will have a few Team Work projects this semester, the Music Time Capsule Project is a requirement for this Core Curriculum, most of this we will complete in class or in the online class in groups in D2L.
Music Time Capsule Project (Core Curriculum Class And Home Work Due At Midterm):

You will Turn In These two Items:
1. Teamwork Assessment form (Peer Review Form)
2. Report on the Class Project

Historical background

The Voyager program was an American scientific program that launched two unmanned space missions, the probes Voyager 1 and Voyager 2, launched 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 for 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](http://en.wikipedia.org/wiki/Voyager_program)

Part 1) Planning Portion/ Peer Review (Teamwork/Critical thinking)

The class will work on their teamwork skills by breaking up into groups (assigned by the instructor during the first three weeks of class in the Group Area In D2L) with the charge of creating a list of ten selections that will represent the diversity of musical expression of the Western World (the world that we live in). 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 Report (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/ Peer Review Form (available on D2L). This form evaluates the contributions of each member of the team and will be kept confidential.

Remember 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. 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.


Teamwork is very important in your future careers. Employers look in their future employees the ability to work, organize and complete group tasks. This
part of the Music Time Capsule Project will help you gain some of these skills. I will email you in the online class or if you are in the face-to-face class pick the members of your group during class. You will get your teams together before the first test. There will be about four members in each group. If your group has members that are NOT contacting or doing the group work, you can mark them down in the Teamwork Assessment form/Peer Review Form.

As soon as you get your group members, I would recommend you start to work on the group work. You must start working your group by the first test (Unit 1 Tests). The Teamwork Assessment form/Peer Review Form is due the week of the Midterm, however you can turn it in once you have completed your group work. I would estimate that it would take from two to four hours to complete the group work. While you have half of the semester to complete this assignment, you need to get together online, videoconference, email, chat, etc to complete this part of the assignment as soon as possible. You need this part to complete part two of Music Time Capsule Project (The Report).

The official method of communicating in this class is via the email system in D2L. If your group members all agree on another method of communication, that is fine, however if you are unable to communicate with a member of the group, use the email in D2L. You must check your D2L at least once a day during the school week so that others can communicate with you for this project.

Part 2) Report on the class project (Critical thinking/Written communication/Oral communication)

The Report (Home Work – This part will be completed outside of class.) Write a 650-word report (about 2 pages, double-spaced, 1-inch margins, 12-point font) discussing the process of how your group selected its list of ten musical selections. What was your group’s thought process? Discuss how your group selected the merits used to pick the musical selections. Discuss whether this list of music selections would be valid twenty, one hundred, or one thousand years from today? Were there any musical sections you would add or delete? Why or why not? Do the group’s choices match your own? Please include your own list of selections (different from the group) that you would pick for a Music Time Capsule. 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. Also if you talked to your classmates, friends, siblings, cousins, parents, grandparents, etc., to gain a broader perspective, talk about that process. You will upload this Report to d2l.

The official method of communicating in this class is via the email system in D2L. Please check your D2L at least once a day during the school week so you can receive information from the instructor. If you are without internet for one day, that is fine. Just check the next day when you have internet access.
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 cannot make-up a test for an Unexcused Absence or the day before spring break. 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 projects are 25% of your grade. Make sure all of your work is turned in. If you have problems, let me know ASAP. If it is a tech issue call 936-468-1919.

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

All of the Tests are on D2L, 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 computer. 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 computer labs on campus.

**Extra credit:** I will only take and count extra credit if you have turn in all of your work. i.e. no missed tests 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. Click on the assignment page to see more details. Submit the extra credit on D2L.

All of the Tests are on D2L, 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 computer. 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 computer labs on campus.

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

Test are released on the date and due two class days later, except for the Final which is due the day of the Final at 11:59 pm.

**Time Line:**

UNIT I - Test One- Released Date 2-15-19 - DUE 2-20-19 at midnight
UNIT II - Test Two - Released Date 3-15-19 - DUE 3-27-19 at midnight
UNIT III - Test Three - Released Date 4-24-19 - DUE 5-1-19 at midnight
UNIT IV - Test Four - Final-Released Date 5-10-19 DUE 5-15-19 at midnight

FIRST WEEK OF CLASS

Instruction on the Core Curriculum Objectives (critical thinking, communication, teamwork, and social responsibility) and the Concert Review will be given at this time, and reinforced throughout the semester.

Suggested Schedule:
You may work at your own pace as long as all work is turned in before you take the Unit Tests.

<table>
<thead>
<tr>
<th>The Week Of:</th>
<th>Unit One</th>
<th>The Elements of music, Roots of Rock, The 1950's</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/22/2019</td>
<td>Module One</td>
<td>Discussion Posting 1 - Journal Entry: Chapter 1 - Dialogue with the Instructor 1 - Chapter 1 Quiz</td>
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<tr>
<td>1/28/2019</td>
<td>Module Two</td>
<td>Discussion Posting 2 - Journal Entry: Chapter 2 - Dialogue with the Instructor 2 - Chapter 2 Quiz 77</td>
</tr>
<tr>
<td>2/4/2019</td>
<td>Module Three</td>
<td>Discussion Posting 3 - Journal Entry: Chapter 3 - Dialogue with the Instructor 3 - Chapter 3 Quiz</td>
</tr>
<tr>
<td>2/11/2019</td>
<td>Module Four</td>
<td>Discussion Posting 4 - Journal Entry: Chapter 4 - Dialogue with the Instructor 4 - Chapter 4 Quiz</td>
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<tr>
<td>2/15/2019</td>
<td>Test One Released</td>
<td>- Listening Unit I</td>
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<tr>
<td>2/20/2019</td>
<td>Test One Due</td>
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<table>
<thead>
<tr>
<th>The Week Of:</th>
<th>Unit Two</th>
<th>Early 60's, Dance, The Beatles, The British Invasion</th>
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<tr>
<td>2/18/2019</td>
<td>Module One</td>
<td>Discussion Posting 5 - Journal Entry: Chapter 5 - Dialogue with the Instructor 5 - Chapter 5 Quiz</td>
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<td>2/25/2019</td>
<td>Module Two</td>
<td>Discussion Posting 6 - Journal Entry: Chapter 6 - Dialogue with the Instructor 6 - Chapter 6 Quiz</td>
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<tr>
<td>3/4/2019</td>
<td>Module Three</td>
<td>Discussion Posting 7 - Journal Entry: Chapter 7 - Dialogue with the Instructor 7 - Chapter 7 Quiz</td>
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<tr>
<td>3/11/2019</td>
<td>Module Four</td>
<td>Discussion Posting 8 - Journal Entry: Chapter 8 - Dialogue with the Instructor 8 - Chapter 8 Quiz</td>
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<td>- Listening Unit II</td>
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<th>The Week Of:</th>
<th>Unit Three</th>
<th>Soul, Motown, San Francisco, Art Rock and Jazz Rock</th>
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<tr>
<td>3/15/2019</td>
<td>Test Two Released</td>
<td>Discussion Posting 9 - Journal Entry: Chapter 9 - Dialogue with the Instructor 9 - Chapter 9 Quiz</td>
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<tr>
<td>3/27/2019</td>
<td>Test Two Due</td>
<td>Discussion Posting 10 - Journal Entry: Chapter 10 - Dialogue with the Instructor 10 - Chapter 10 Quiz</td>
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<tr>
<td>3/25/2019</td>
<td>Module One</td>
<td></td>
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<tr>
<td>4/1/2019</td>
<td>Module Two</td>
<td></td>
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<tr>
<td>4/8/2019</td>
<td>Module Three</td>
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<tr>
<td>Date</td>
<td>Module</td>
<td>Activities</td>
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<td>4/15/2019</td>
<td>Module Four</td>
<td>Discussion Posting 12 - Journal Entry: Chapter 12 - Dialogue with the Instructor 12 - Chapter 12 Quiz - Listening Unit III</td>
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<tr>
<td>4/24/2019</td>
<td>Test Three Released</td>
<td>70's, Southern rock, Glitter rock, Glam rock, Singer/Songwriter, Disco, Rap, Metal, 1980’s and Present</td>
</tr>
<tr>
<td>5/1/2019</td>
<td>Test Three Due</td>
<td>70's, Southern rock, Glitter rock, Glam rock, Singer/Songwriter, Disco, Rap, Metal, 1980’s and Present</td>
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<td></td>
<td></td>
<td>Unit Four</td>
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<tr>
<td>5/6/2019</td>
<td>Module Two</td>
<td>Discussion Posting 14 - Journal Entry: Chapter 14 - Dialogue with the Instructor 14 - Chapter 14 Quiz</td>
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<tr>
<td>5/10/2019</td>
<td>Final Released and Due</td>
<td>Final Released and Due</td>
</tr>
<tr>
<td>5/15/2019</td>
<td>Projects Due: Concert Review Project</td>
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**CORE OBJECTIVES TO BE ACHIEVED IN THIS CLASS:**

**Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

**Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication.

**Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

**Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage affectively in regional, national, and global communities.

**Goals of This Class:**

1. To gain a basic understanding of the elements that work together to create music.
2. To survey the music literature and composers of Western “classical” music from the Medieval Period to the present Rock phenomenon.
3. To respond critically and articulate an informed personal reaction to musical works by critiquing live concerts.
4. To explore music in its relation to the other arts, the historical events of the times, and the conditions in which the music literature was created.
5. To develop awareness of the scope and variety of musical works.
6. Develop an appreciation for the aesthetic principles that guide or govern music and musical compositions.

**Program Learning Outcomes**

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.
**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](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/](http://www.sfasu.edu/disabilityservices/).