

## MUS354 Classic Rock, Fall 2018

### Syllabus

#### Instructor Information

**Instructor:** Michael Campbell, DMA

**Teaching Assistant:** Jon Wegner

**Email:** MUS354Rock1@gmail.com

**Preferred method of contact:** Dr. Campbell lives in Rhode Island, so please use email to contact him.

#### Course Description

Classic rock is a survey of the music of the early rock era (1951-1975) and the music from which it was formed. As befits a course in music, the primary emphasis of the course is the music itself. Students will encounter a generous sampling of the important music of the fifties, sixties, and early seventies. Through careful listening and guidance from the course materials, students will develop a musical understanding of the history of early rock-era music and a greater awareness of its musical and cultural significance.

#### Enrollment Requirements

There are no prerequisites for the course, other than a passion for the music on the course playlist. You are not expected to have had any musical training, formal or otherwise. However, you should be prepared to listen to the music carefully, using the online materials. The majority of the points available on quizzes and exams include audio.

#### Course Overview.

##### **Student Learning Outcomes**

For those of you who listen enthusiastically to the music of the early rock era, this is a course for the rest of your lives. Through your study of the songs on the playlist, you will become familiar with virtually all of the important styles and substyles of the period.

You will use terms that enable you to conceptualize and describe musical features and events. You will apply these skills to sharpen your understanding of musical styles: you will recognize styles and artists active during this period more easily, and develop the ability to identify and describe with some precision music not presented in the course.

MUS354: Classic Rock, Fall 2018 (74740, 78662)

This in turn will give you a music-based understanding of the early rock era: how rock and roll coalesced from multiple musical sources, evolved into rock; why rock was such a revolutionary music; how the music continued to diversify in the early seventies, or . If you complete this course successfully, you will come away with a significantly enhanced understanding of the music of the early rock era.

**Assignments**

Evaluation-related assignments for Classic Rock consist almost exclusively of preparation for the quizzes and exams. Most of the exams and quizzes are short: the (hopefully) stress-reducing strategy has been to have frequent (1-2/week) brief but focused assessments instead of a couple of major exams. Most of the evaluations include musical excerpts. A schedule of assessments follows below. Please record this information on your calendar. Study guides for all assessments can be found in the text.

Exam and Quiz Information					
Date	# / ?	Pts./?	Pts.	Time	Exam/Quiz
Aug. 16-17	10	0	5	30'	Benchmark Quiz
Aug. 21-22	10	4	40	30'	Unit 1 Video Quiz
Aug. 28-29	10	3	30	30'	Roots/Routes Quiz
Aug. 28-29	20	2	40	30'	Rhythms Recognition Quiz
Sep. 4-5	35	4	140	45'	Unit 2 Facts Exam
Sep. 4-5	10	3	30	30'	Unit 2 Overview Videos Quiz
Sep. 11-12	20	4	80	45'	Unit 2 Playlist Quiz
Sep. 11-12	10	3	30	30'	Unit 2 Style Points Quiz
Sep. 18-19	60	4	240	60'	Unit 3 Facts Exam
Sep. 18-19	10	4	40	30'	Unit 3 Overview Video Quiz
Sep. 25-26	30	4	120	45'	Unit 3 Playlist Quiz
Sep. 25-26	15	3	45	45'	Unit 3 Style Points Quiz
Oct. 2-3	40	4	160	45'	Comprehensive Listening Exam
			<b>1000</b>		<b>total points</b>

### **Required Primary and Secondary Materials (e.g., readings, videos, podcasts, films)**

The text for this course is *Rock and Roll: An Introduction, 3rd edition*. Michael Campbell (your instructor) is the author. This course package is digital-only, and it has been customized for this course. It includes **all** of the course content. You will receive an email with guidelines for purchasing it online, or activating it if you purchased it through the bookstore.

### **Technical Requirements & Support**

- You will need a standard laptop or desktop computer to access your classes. A mobile device, tablet or netbook will not provide the access and functionality necessary for ASU Online courses. A webcam and headset (with microphone) may be required for some classes.
- High-speed internet is needed as most ASU Online courses use multimedia tools that are best viewed with high-speed internet, so having the proper connection is essential.
- You should have at least two browsers on your computer. Any browser will work, though preferred browsers are [Chrome](#) and [Firefox](#), which can be downloaded for free online.
- In general, course access and assignments do not require special software, however, certain degrees may require specific software programs (your instructors will notify you if this is the case).
- ASU students have access to Google Drive (My Drive via MyASU), where you can create and share Google documents, presentations, spreadsheets and more. You will also have access to additional software provided at no cost through My Apps at MyASU.
- Be sure to take time to [explore MyASU](#). This will be critical to your success as a student.

### **Technical Support**

**Please do not contact your instructor with technical questions.** Herberger Online handles all technical questions and issues that may arise in this course.

**Please contact the support team immediately if you encounter technical issues while completing an assignment and you are unable to resolve the problem and reset your work.**

The Herberger Online support team is available to assist you 24 hours a day, 365 days a year. You may reach them anytime at:

- [holsupport@asu.edu](mailto:holsupport@asu.edu)
- 1-888-298-4117
- 480-965-3057 (International)

When contacting support, please provide:

- The full name of this course (ABC 123: Long Name)
- The title(s) of any assignment(s) you're having trouble with
- A brief description of the problem
- Detailed, step-by-step instructions to reproduce the problem

## Course Itinerary

This survey of classic rock consists of a series of weekly assignments that, in toto, cover the first three Units of the text.

Unit 1 describes and illustrates features of the core rock style, traces the varied roots of rock, and presents a broad overview of the early rock era through three videos prepared for the text.

Week 1 includes a quiz on the overview video.

Week 2 has two quizzes. One assesses students' ability to differentiate among the common rhythmic templates in early rock-era music. The other assesses students' understanding of the evolutionary path that led to rock.

Unit 2 covers the first two decades of the rock era, from the emergence of rhythm and blues after 1945 to the first half of the sixties, as rock began its ascent to commercial, cultural and musical dominance.

Week 3 assesses students' mastery of the factual material presented in the text through a exam covering Unit 2 (Chapters 2-5); a quiz on two unit 2 videos assesses students' comprehension of important musical developments that occurred between 1945 and 1965.

Week 4 focuses on the music. A playlist quiz assesses students' knowledge of the tracks included on the playlists for Chapters 2-5. The Unit 2 Style Points quiz measures students' ability to recognize examples of important styles during this timespan.

Unit 3 covers the most eventful decade in the history of rock: from 1965 through 1975. The format for assessing student knowledge and comprehension replicates that used in Unit 2.

Week 5 includes the Unit 3 facts exam and Unit 3 overview quiz.

Week 6 assesses students' knowledge of the playlist tracks and highlighted styles.

The final week offers an opportunity to review the music covered in the course. The Comprehensive Listening Exam encompasses the course playlist and style points entries, and requires students to apply skills gained acquired during the course to music not previously studied.

## Grading

There are **1000** possible points built into the course. The grading scale is shown below:

GRADING SCALE					
970+	A+	930-969	A	900-929	A-
870-899	B+	830-869	B	800-829	B-
770-799	C+	700-769	C	600-699	D
below 600	E				

## Course Drop or Withdrawal

If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit: <https://students.asu.edu/drop-add>

Consistent with ASU policy, withdrawals will be handled as per the following guidelines: Withdrawal before the end of the fourth week: A “W” will be recorded  
 Withdrawal after the end of the fourth week: A “W” will be recorded if you have a passing grade at the time of withdrawal. An “E” will be recorded if you have a failing grade at the time of withdrawal.

## Course Expectations

### Online Course Expectations

**IMPORTANT:** This is an online course delivered entirely via the internet. You should proceed with this course only if you have previous computer and internet experience and you're willing and able to assume the added personal responsibility of completing an online course.

- It is your responsibility to ensure you have adequate computer resources and fast enough internet service to view course materials, use the required multimedia textbook and course pack, and complete all online activities, screenings, assignments, etc.
- If your computer or internet service malfunctions at any time during the semester, it is your responsibility to locate adequate resources elsewhere or to withdraw from the course.
- It is strongly recommended that you do not wait until the last minute to submit your assignments, just in case of internet service disruptions at your location or other technical problems. Requests for extensions due to computer or internet malfunctions may not be granted.
- If you have technical questions or difficulties with the course site, please do not contact the instructor; instead, contact the ASU Help Center.

### Time Management

Online classes provide the flexibility of “attending” class at the time that is most convenient for you, but you should still plan a schedule for each class. Online courses are just as rigorous as in-person courses, so expect your coursework to be challenging but rewarding.

For 7.5 week sessions, such as this course, you should plan for 18 hours of coursework per week for every 3 credits.

### Attendance & Absence Policy

As an online course participant your attendance and absences are based on timely submission of assignments. All due dates and times are in accordance with Arizona time.

## Student Conduct Expectations

Students must abide by all the requirements stated in this syllabus. In addition, all students should be aware of their rights and responsibilities at Arizona State University. Please reference the college catalog and student handbook for student rights and responsibilities.

These can be found here:

[http://herbergerinstitute.asu.edu/students/undergrad/documents/student\\_handbook.pdf](http://herbergerinstitute.asu.edu/students/undergrad/documents/student_handbook.pdf)

## Academic Integrity and Plagiarism

Students are expected to adhere to the [ASU Student Code of Conduct](#).

Besides academic performance, students should exhibit the qualities of honesty and integrity. Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the ASU Academic Misconduct Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action.

Plagiarism is defined as deliberately passing off someone else's words or ideas as your own. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all coursework. Plagiarism and any other form of academic dishonesty that is in violation of the Student Code of Conduct will not be tolerated.

Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the University Student Academic Integrity Policy. For more information, please see the ASU Student Academic Integrity Policy: <http://provost.asu.edu/academicintegrity>.

Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.

In addition, ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states: The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities.

The ASU student [academic integrity policy](#) lists violations in detail. These violations fall into five broad areas that include but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

**Student Conduct:**

You are expected to treat your instructor and your fellow classmates with respect and kindness. In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums.

**Online Activity Logs:**

All course activity is logged by the Herberger Online servers, and those logs are regularly reviewed by Herberger Online during the course of normal business. These logs contain all requests you make while visiting the site: every image, video, web page, etc. Each request is logged with the time, down to the second, when it was made. If you contact your instructor, or Herberger Online, about a technical issue, these logs will be reviewed as part of that process.

**Disruptive, Threatening or Violent Behavior**

Threatening, violent, or disruptive behavior will not be tolerated in this class and will be handled in accordance with ASU policy. For more information please visit:

<https://eoss.asu.edu/dos/srr/PoliciesAndProcedures>  
and <https://eoss.asu.edu/dos/safety/ThreateningBehavior>.

**Title IX:**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at

<http://sexualviolenceprevention.asu.edu/faqs/students>.

**Netiquette (Online Etiquette):**

Netiquette, a social code that defines “good” online behavior is something to keep in mind during your online course interactions. Writing may be the only means of communication you have with classmates and instructors, so it is especially important to do this effectively. Follow the guidelines below to leave your mark as a knowledgeable, respectful and polite student who is also positioned to succeed professionally. Tips for appropriate netiquette can be found here,

<https://asuonline.asu.edu/newsroom/online-learning-tips/netiquette-online-students>.



## Student Services & Resources:

You will find a list of student resources at: <https://tutoring.asu.edu/student-resources>  
Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

### **Special Accommodations**

Students with disabilities must have an equally effective and equivalent educational opportunity as those students without disabilities. Students experiencing difficulty accessing course materials because of a disability are expected to contact the course instructor so that a solution can be found that provides all students equal access to course materials and technology.

Your instructor is willing to make any reasonable adaptations for limitations due to any documented disability, including learning disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have. You must contact the Disability Resource Center to process the paperwork for special course accommodations. To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/#> ; Phone: (480) 965-1234; TDD: (480) 965-9000). This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to me no later than the end of the first week of the semester so that your needs can be addressed effectively.

If you have a documented disability, including a learning disability, and would like to discuss possible accommodations, please contact the ASU Disabilities Resources and Services Office at 480-965-1234 or email [DRC@asu.edu](mailto:DRC@asu.edu) <https://eoss.asu.edu/drc>. On then Tempe Campus: Matthews Center building, 1st floor.

### **Academic Calendar and Important Dates**

The academic calendar can be found here: <https://students.asu.edu/academic-calendar>.

### **The Writing Center**

Students have access to Academic Support Programs including tutoring and the writing center. Information on these resources can be found here, <https://tutoring.asu.edu/>.

### **Counseling & Consultation**

Students have access to Counseling & Consultation services. Information on this can be found here, <https://eoss.asu.edu/counseling>.

### **Health and Wellness**

Students have access to Health and Wellness services. Information on this can be found here, <https://eoss.asu.edu/health>, <https://wellness.asu.edu/>.