

MWF 11:45 am-12:35 pm (period 4), HILL 410

Mr. James Barnes

Contact info will be given out in class

Mr. Barnes' office: Brethren's 303

### **Course Description**

The history of Rock and Roll is intertwined with the social, technological, and musical trends of the last 65 years. Using readings and musical examples, students will study the origins and development of Rock and Roll styles from the 1950s to the present.

### **Course Outcomes**

By the end of this course, students will:

1. Articulate an understanding of how Rock and Roll music is created.
2. Use writing as a way to potentially add to the ongoing conversation of Rock and Roll.
3. Demonstrate a knowledge required to place music within a Rock and Roll era.
4. Demonstrate an ability to give oral presentations.
5. Gather information for assignments through the use of readings, technology, and credible resources.
6. Demonstrate an overarching understanding of Rock and Roll in a final paper.

### **Goals**

1. Students will demonstrate knowledge of musical vocabulary and theory through analysis of simple tunes. These analysis skills will be used throughout the course as students examine the evolution of Rock and Roll.
2. Students will demonstrate knowledge of the periods of Rock and Roll through bi-weekly quiz assessments of readings and class discussions.
3. Students will demonstrate an understanding of at least one genre of Rock and Roll by giving an oral presentation on at least one group of importance from 1955 to 2015.
4. Students will demonstrate an understanding of the connections among social, technological, and musical developments from the 1950s to the present through a final paper that includes at least one draft submission and reference list and citations.
5. All writing must be submitted via a Google Drive "label" ("label" is Google-speak for "folder") that I have shared with you. Title your submissions "your-Last-Name Assignment," e.g., "Barnes First band draft 2."

### **Texts and Materials**

- Stuessy, J. and Lipscomb, S. (2012). Rock and Roll: Its History and Stylistic Development (7<sup>th</sup> Edition). Pearson. (The text may be purchased or rented. An eText is another option. See the Bookstore for information.)
- Access to the Internet is needed for research and citation styles. (<https://owl.english.purdue.edu/owl/>)
- Library research is expected.
- Reeves Library subscribes to Rolling Stone Magazine.

### **Attendance**

All classes are required.

### **Learning Services Office**

Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

**Grading**

Quiz 1 – Unit 1; Chapters 1-5	10%
Quiz 2 – Unit 2; Chapters 6-	15%
Quiz 3 – Unit 3; Chapters 1-5	15%
Quiz 4 – Unit 4; Chapters 1-5	15%
Class presentation	15%
Final paper	15%
Class Participation and Attendance	15%

There will be 4 “general” assessments during the term. This course does not have a final exam.

**Policy on Academic Honesty****Guidelines for Honesty**

All work that you submit or present as part of course assignments or requirements must be your original work unless otherwise expressly permitted by the instructor. This includes any work presented, be it in written, oral, or electronic form or in any other technical or artistic medium. When you use the specific thoughts, ideas, writings, or expressions of another person, you must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of your intended major. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism. When you use the specific thoughts, ideas, writing, or expressions of another person, you must accompany each instance of use with some form of attribution to the source.

**Plagiarism**

A major form of academic dishonesty is plagiarism, which we define as the use, whether deliberate or not, of any outside source without proper acknowledgment; an “outside source” is defined as any work (published or unpublished), composed, written, or created by any person other than the student who submitted the work (adapted from Napolitano vs. Princeton). Student writers are encouraged to include the ideas of others in their writing. In such cases, students must take care to cite the sources of these ideas correctly (in other words, to give credit where credit is due). If Mr. Barnes suspects plagiarism, the student will be asked to show the notes and drafts contributing to the final version of a paper. Mr. Barnes also has the right to review any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. If Mr. Barnes suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Music Chair using a blind copy of the work in question, to verify the violation. If the charge is verified, Mr. Barnes will, in almost all cases, assign a grade of zero to the academic work in question. The student must be informed in writing of the alleged violation and penalty; a copy of the memo must be sent to the Associate Dean of Academic Affairs.

A student may appeal either a charge of academic dishonesty or a penalty as follows:

First, to the Mr. Barnes

Next, to the Music Chair

Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

**Put your Class Schedule in your calendar. \***

<b>MONDAY</b>	<b>TUES.</b>	<b>WED.</b>	<b>THURS.</b>	<b>FRI.</b>
1 – Mon, Jan 19 Syllabus and music fundamentals		Wed, Jan 21 Unit 1 (chap 1-5)		Fri, Jan 23
Week 2 – Mon, Jan 26	Last Day course changes	Wed, Jan 28		Fri, Jan 30
Week 3 – Mon, Feb 2 (Assessment)		Wed, Feb 4		Fri, Feb 6
Week 4 – Mon, Feb 9 <b>Presentations Group 1</b>		Wed, Feb 11		Fri, Feb 13 <b>Quiz 1</b>
Week 5 – Mon, Feb 16 Unit 2 (chap 6-9) <i>Accepted Students Day</i>		Wed, Feb 18		Fri, Feb 20
Week 6 – Mon, Feb 23 (Assessment)		Wed, Feb 25		Fri, Feb 27
Week 7 – Mon, Mar 2 <b>Presentations Group 2</b>		Wed, Mar 4		Fri, Mar 6 <b>Quiz 2</b>
<i>Week 8 – Mon, Mar 9 Spring Break – NO CLASSES</i>		Wed, Mar 11 <i>Spring Break – NO CLASSES</i>		Fri, Mar 13 <i>Spring Break – NO CLASSES</i>
Week 9 – Mon, Mar 16 Unit 3 (chap 10-13) Paper choices		Wed, Mar 18		Fri, Mar 20
Week 10 – Mon, Mar 23		Wed, Mar 25		Fri, Mar 27 (Assessment)
Week 11 – Mon, Mar 30 <b>Presentations Group 3</b>		Wed, April 1		Fri, April 3 <b>Quiz 3</b>
Week 12 – Mon, April 6 Unit 4 (chap 14-19)		Wed, April 8		Fri, April 10
Week 13 – Mon, April 13 Paper drafts (Assessment)		Wed, April 15		Fri, April 17
Week 14 – Mon, April 20 <b>Presentations Group 4</b>		Wed, April 22		Fri, April 24 <b>Quiz 4</b>
Week 15 – Mon, April 27		Wed, April 29 <b>Paper due</b>		Fri, May 1 – LAST CLASS

\* This syllabus may be altered depending on the progress of learning.