Moberly Area Community College
Common Syllabus
MUS103 History of Rock n Roll

Instructor:
Office number:
Office hours:
Contact information:
Classroom number:
Class days and time:

Catalog Description: MUS103 History of Rock and Roll (3-0-3)
After looking closely to the elements of Rhythm and Blues, students will examine the history of rock music from the 1950's through the current trends in rock. (SP)

Prerequisite/Co-requisite: None

Text: The text is an ebook included with the class. There is no print option available in the MACC bookstore.
Title: Rock and Roll: Its History and Stylistic Development
Author: Stuessy
Publisher: Pearson

Other Required Materials: Per instructor’s policy

Purpose of Course: This course will examine the many diverse styles and trends of Rock music since the 1950's. Special attention will be given to the historical/cultural aspects of rock music and its influence as a popular genre.

Course Objectives: Upon successful completion of this course, students will be able to:

- Explain the basic elements of music and apply them to different styles of music;
- Explain how various rock musical styles have been an important and influential social factor;
- Describe how the history, economics, and politics have shaped rock n roll.
- Demonstrate basic research skills;
- Write college-level English;
- Communicate orally at college-level standard; and
- Describe the differences between each rock style, and the performers of these styles.

Course Content:
1. The Roots of Rock Music
2. The Emergence of Rock and Roll
3. Fifties Style Rock and Roll
4. The 1960's
   a. The Beatles
   b. The British Invasion
   c. Urban Folk Music
   d. Motown/Soul
   e. California Sound
   f. Jazz Rock
   g. Art Rock
5. The Seventies
6. The Eighties
7. Recent Developments

Assessment of Student Learning: Student outcomes of the above objectives will be measured by the following tests and assignments:

<table>
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<tr>
<th>EXAMS</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Test #1</td>
<td>13% 100 points</td>
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<tr>
<td>2. Test #2</td>
<td>13% 100 points</td>
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<tr>
<td>3. FINAL EXAM (comprehensive)</td>
<td>27% 200 points</td>
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Seminar presentation 6% 50 points

Assigned reading and reports 14% 100 points

Research project 27% 200 points

TOTAL POINTS: 750 points

The following percentage scale will determine the final grade:

90-100%=A 675-750 points A
80-89%=B 600-674 points B
70-79%=C 525-599 points C
60-69%=D 450-524 points D

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignments (s)/Projects(s):
Research Project: Each student will choose a topic from one of the 10 given. The student will spend most of the semester researching this topic. At the end of the semester the student will show their research through a display board, write-up of research, bibliography, and a write-up of their views on
specific questions assigned. Specific requirements of this project will be handed to you in the third week of class.

Assigned readings and written reports: Each student will be handed a list of reading material. Students may select four articles to read from this list. After reading the article, the student will write a review of each article based on a format given by the instructor when the assignment is assigned.

Schedule of Student Assignment/Activities: Seminar Presentation: at the end of the semester the class will be divided into groups and each student will give a short presentation of an assigned topic for the group will discuss.

Assigned readings and written reports: The student will read 4 articles from an assigned list. The reports from these articles will be due close to mid-term.

Research Project: The research project will be assigned the 3rd week of classes, and you will be given approx. 10 weeks to work on this project.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking**: Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

College / Instructor Policies:

**Academic Dishonesty**: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy**: Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of
the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

<table>
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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled</td>
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<td>class meetings/activities</td>
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<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings</td>
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<td>and active participation in the online portion of the course</td>
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<td>which may include any or all of the following:</td>
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<td>• Completion of quizzes or exams during class meetings and</td>
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<td>• Submission of assignments during class meetings and online</td>
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<td>• Participation in discussions during class meetings and</td>
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<td></td>
<td>Online Course</td>
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<td>• Submission of assignments</td>
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<td>• Participation in threaded discussions</td>
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Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook, I.090 & M.095*)

**Tardiness:** Per instructor’s policy

**Make-up and late work:** Per instructor’s policy

**Extra-credit work:** Per instructor’s policy

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.