

MUS R116: HISTORY OF ROCK MUSIC

Originator

swolf

College

Oxnard College

Discipline (CB01A)

MUS - Music

Course Number (CB01B)

R116

Course Title (CB02)

History of Rock Music

Banner/Short Title

History of Rock Music

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course explores American popular music within the context of American culture and society. This course involves a detailed study of changing musical styles with an emphasis on analytical listening. The bulk of the course will focus on five decades of American Rock music, from 1950-2000, with an introductory exploration of pre-1950s American music, as well as the relationship between this musical past and the current state of music in the digital age. Course is offered Pass/No Pass (P/NP) at student's option.

Taxonomy of Programs (TOP) Code (CB03)

1004.00 - Music

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Concert attendance may be required.

Grading method

Letter Graded

Alternate grading methods

Student Option- Letter/Pass

Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class**Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | Explain and define the basic elements of music such as harmony, melody, rhythm, tone color, and dynamics |
| 2 | Explain and define the stylistic historical periods of rock music |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Explain and define the basic elements of music. |
| 2 | Explain and define the stylistic historical periods of rock music. |
| 3 | Synthesize acquired listening skills to analyze musical components of rock music. |

Course Content**Lecture/Course Content**

1. Basic elements of music.
 - a. Melody: stable and unstable cadences, climax, melismatic and syllabic, major and minor scales
 - b. Harmony: basic chords and chord progressions, major and minor keys, arpeggio
 - c. Rhythm: beat, meter, syncopation, tempo
 - d. Timbre/Tone color
 - e. Dynamics: crescendo and diminuendo, accent
 - f. Articulation: staccato and legato
 - g. Texture: monophonic, polyphonic, homophonic
 - h. Recording terminology: reverb, equalization, multi-track recording, mixing
 - i. Form: twelve-bar blues, strophic, and AABA song form

2. Popular music pre-1950s: Rhythm and Blues, Country and Western, Tin Pan Alley
3. Rock's emergence in the 1950s
4. 1960-1965: Teen Idols, Girls Groups and the "Wall of Sound," Surf, The "British Invasion, the concept album
5. The latter 60s: Folk Music and the Folk-Rock Hybrid, San Francisco and counterculture, the guitar virtuosos
6. 1970s: hard rock, progressive rock, glam rock, arena rock, singer songwriters, punk, reggae, funk, disco and the anti-disco movement
7. 1980s: MTV and other new media, new wave, superstars, heavy metal, rap and hip-hop
8. 1990s: Electronic dance music, grunge, "Riot Grrrls" and the emerging role of women in rock music, pop punk, gangsta rap
9. Rock in the digital age: home recording, internet downloads and streaming, YouTube, a new active music making experience with apps and games, etc.

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Group projects
Individual projects
Objective exams
Quizzes
Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

- Students may be organized in groups to analyze specific elements of a given song, then to present finding to the rest of the class
- The instructor will play audio/video of performances in order to lead discussions on musical stylistic elements, social context, and other elements of a particular song's role in culture
- Presentation software will be used to add multimedia enhancements to course content and lectures
- The instructor will use a piano or other instrument to demonstrate musical elements and better illustrate examples

Representative Course Assignments

Writing Assignments

- Song Analysis assignments: Written responses to questions on fundamental aspects of the musical selection chosen or assigned, such as rhythm, tempo, instrumentation, and asks students to explain how these elements enhance the meaning of the musical work.
- Written responses in response to relevant documentaries, podcasts, movies, or other popular music coverage in the news.

- Written reflection papers on concerts attended.
- Some quizzes may be given within the district approved LMS and will often require short answer and essay responses.

Critical Thinking Assignments

- Comparative essays and research papers may be assigned, an example topic might be discussing the performance practices and stage personas of African American artists in the 1950s vs. the 1960s.

Reading Assignments

- Student will have regular assigned reading in the course textbook.
- Students may be required to do reading that is made available via the LMS or other publicly available source.
- Library materials will be referenced and are to be consulted by all students.

Other assignments (if applicable)

1. Listening assignments are required throughout the semester.
2. Concert attendance.

Outside Assignments**Representative Outside Assignments**

Student will be expected to read in the assigned text, take regular quizzes, write research papers, and to listen to and describe/define musical elements in given representative works.

Articulation**Comparable Courses within the VCCCD**

MUS V06 - History of Rock and Roll

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Covach, J. (2018). *What's That Sound?: An Introduction to Rock and Its History* (5th). W.W. Norton and Company.

Resource Type

Textbook

Description

Schloss, J., Waterman, C., Starr, L. (2012). *Rock: Music, Culture, and Business*. Oxford University Press.

Resource Type

Other Resource Type

Description

The LRC has a subscription to Salem Press's Music Innovators series, which is available to our students for free online at the following address:<http://www.oxnardcollege.edu/departments/student-services/library-learning-resource-center/online-resources>.

Resource Type

Other Instructional Materials

Description

Recordings.

Resource Type

Other Instructional Materials

Description

Websites.

Resource Type

Other Instructional Materials

Description

Podcasts.

Resource Type

Other Instructional Materials

Description

Supplemental literature.

Resource Type

Other Instructional Materials

Description

Videos.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs • Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	Students will have direct face-to-face contact with instructor during weekly class meetings. This time will provide the opportunity for students to discuss and ask questions about the material to facilitate student learning objectives and course outcomes. The instructor will also hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> o Recorded Lectures, Narrated Slides, Screencasts o Instructor created content o VC Online Library Resources o Canvas Peer Review Tool o Canvas Student Groups (Assignments, Discussions) o 3rd Party (Publisher) Tools (MyOpenMath) o Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.) o Recorded Lectures, Narrated Slides, Screencasts o Instructor created content o VC Online Library Resources o Canvas Peer Review Tool o Canvas Student Groups (Assignments, Discussions) o 3rd Party (Publisher) Tools (MyOpenMath) o Websites and Blogs o Multimedia (YouTube, Films on Demand, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
100% online Modality: Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.

Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> o Recorded Lectures, Narrated Slides, Screencasts o Instructor created content o VC Online Library Resources o Canvas Peer Review Tool o Canvas Student Groups (Assignments, Discussions) o 3rd Party (Publisher) Tools (MyOpenMath) o Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

MUSIC

Review and Approval Dates

Department Chair

08/26/2020

Dean

08/27/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

Curriculum Committee

11/25/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000159359

DOE/accreditation approval date

MM/DD/YYYY

