Instructor: Mr. Jeff Fisher  
Meeting Days: Online  
Meeting Time: Online  
Meeting Place: Desire2Learn  
Credit Hours: 3  
Email: jeff.fisher@usd.edu

Office Hours: via Collaborate on Tuesdays from 7pm-8pm, or contact me via email anytime. I check my email regularly, so it will be no more than 24 hours before I reply. 48 hours during holidays.

Required Textbook

The text used for this course is available in both textbook and etext formats. To purchase the etext version, which is recommended due to the online atmosphere of the class, please visit the following link: https://digital.wwnorton.com/whatsthatsound4. Once the page loads, click on the green tab that says Sign In, Register a Code, or Purchase Access to begin the process of buying the etext. If you have any problems as you move through the eText purchasing process, let me know right away so the issue can be resolved ASAP.

If you chose to purchase a physical textbook, the information to do so is listed below:

ISBN: 9780393937251

CDE Online Orientation  
Follow this link for the basics of online education at the USD. Contained here is helpful information about educational requirements for distance students and how distance students access campus resources:  
**Course Objectives**

This course is designed to create a broader appreciation and understanding of the impact of Rock and Roll from a historical perspective. This will be accomplished through a variety of activities:

1. **Discussion Posts** to gauge how the student is comprehending the material by writing about how it might be applied to a variety of topics. This will also allow the students to interact with each other in the online atmosphere.
2. **Concert Reports** will not only demonstrate the student’s understanding of key concepts in the course, but also allow the student to appreciate rock music outside of the vacuum of the online classroom.
3. **Weekly Quizzes** will help reinforce key concepts and terminology from the text.
4. **Exams** will be administered three times throughout the course to test the student’s on the material covered in the course.

**Systemwide General Education (SGRs) Goals and Learning Outcomes for General Education Courses**

*Goal #4: Students will understand the diversity and complexity of the human experience through study of through music appreciation.*

<table>
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<tr>
<th>Learning Outcomes</th>
<th>Assessment</th>
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<tr>
<td>1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience through music.</td>
<td>Through a survey of a great number of musical styles cast in their contemporary context, students gain an understanding of values, beliefs, and ideas pertinent to various historical eras in the United States from 1900 to the present. There is discussion of the westward migration, the urbanization of the country, the civil rights movement, politics, family values, car culture, etc. as it applies to an understanding and appreciation of the evolution of rock and roll music. These skills are assessed through a series of four exams and sixteen quizzes.</td>
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<tr>
<td>2. Identify and explain basic concepts of American popular music from 1900 to the present.</td>
<td>Each student gains a basic knowledge of music notation, song forms, rhyme structures, and the evolution of style that gives them an understanding and ability to identify basic concepts in popular music. Music notation is assessed through the elements of music exam, song forms and rhyme structures through the two-page papers, evolution of style through the listening portion of the two exams.</td>
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</table>
3. Identity and explain the contributions of other cultures on the evolution of popular music of the United States.

Contributions of other cultures to the development of Rock and Roll music in the United States are discussed, weekly, throughout the semester. Influence from Western Europe, Africa, and the Caribbean is specifically identified in the discussion of the evolution of style.

The ability to identify and explain cross-cultural contributions is assessed in the quizzes and four exams.

4. Demonstrate creative and aesthetic understanding of American popular music.

Demonstration of creative and aesthetic understanding is reached once the students understand the various elements of music and evolution of style.

Creative and aesthetic understanding is assessed in the listening portions of three of the exams. More specifically, creativity and aesthetics concerns are the principal content of the two-page papers.

**Goal #5: Students will have a greater understanding of the fine arts as an expression of human imagination and creativity, and will understand the contribution of the arts to self-understanding and a more enriched life experience.**

<table>
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<tbody>
<tr>
<td>2. Students will be able to demonstrate creative and aesthetic understanding.</td>
<td>Students demonstrate creative and aesthetic understanding through the four examinations administered during the semester. On them, students must determine various qualities of musical compositions through hearing and interpreting them examples.</td>
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<tr>
<td>2. Students will be able to explain and interpret formal and stylistic elements of the fine arts.</td>
<td>Also in the examinations for the course, students must determine formal and stylistic elements of the musical arts. After hearing musical compositions, students must determine composer and style of music. Further, they are asked to determine between several beat patterns, pitch levels, and amplitudes.</td>
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**Globalization Goals and Outcomes**

Students will understand how global issues, developments, and ideas affect their lives and those of others.

Student Learning Outcomes:
1. Students will demonstrate awareness of multiple perspectives within the global community.
2. Students will investigate and analyze contemporary issues, phenomena, and ideas with global impact, considering their effect on the individuals, communities, and social or natural environments involved.

In the course, specific attention is paid to aspects of globalization in Rock and Roll. The course is structured as a culture study with music being the product, thus the music of Africa, Western Europe, and the Caribbean are central to the discussion. Further, attention is paid to how Rock and Roll has become a global commodity and, in turn, influenced the rest of the world. The text enhances the global component as it contains whole sections on the British Invasion, the Latin Influence, British Heavy Metal, the influence of Reggae on the US and the UK, and discussion of how rock and alternative music are now heard around the world (i.e. the content of this course encompasses the period from 1900 to the present).

**Responsibilities of Students**

**Freedom in Learning Policy:**
Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the Dean of the college which offers the class to initiate a review of the evaluation.

**Responsibility of Instructor**
Students are to receive from the instructor at the beginning of each course a written statement of course policy and requirements. This statement will include criteria for grading, attendance requirements, final examination date and student responsibilities related thereto, and any other special assignments, e.g., term paper or projects. The statement shall also include the office hours of the instructor which are regularly maintained during the academic term. A statement of course policy and requirements will be filed by each instructor with his/her department chair.

**Attendance**
Attendance/activity will be monitored in the online environment. Attendance will be gauged through level of involvement, which will be monitored through D2L. You will be required to make discussion posts and discussion replies in a timely manner, as well as, complete all quizzes and tests before their availability expires. Failure to do so may result in lost points.
EText
After purchasing the eText, you will be able to access it using the following link: https://digital.wwnorton.com/whatsthatsound4. I highly recommend you save this link on your browser for easy access throughout the semester. As you progress through the eText, you will notice sections called “Listening Guides.” In the top right hand corner of the “Listening Guides” is a tab that says “Listen for…” Clicking this will open a video by the author with an in-depth description of the example. Watching these is not required, but will provide some extra insight to the text.

StudySpace
The required text for this course comes with a website that was created by the publisher which contains material to supplement the course content. The website is called StudySpace and can be accessed at the following address: https://wwnorton.com/college/music/whats-that-sound4/welcome.aspx. It is encouraged that after you visit this page the first time to save it on whatever web browser you use to allow for easy access throughout the course. StudySpace is where you will find a playlist of select listening examples discussed and used in the textbook and on the exams which include listening exams. There are three ways in which you can listen to the examples on StudySpace: Spotify, iTunes and Amazon.

StudySpace also includes extra article and videos which can be used to supplement the text. More will be explained about these as the course progresses.

Listening
There are many listening examples used throughout the text in order to illustrate the musical styles as they are discussed. Most of these are available through StudySpace, however, you will also find links to every listening example from the text under the Content tab on the course page on D2L. It is of great importance that you have access to all of the listening from the text, as the final three exams in the course all have a listening section derived from the examples in the book. If you have any issues listening to the examples on D2L, please let me know ASAP so we can get it resolved.

Exams
There will be four exams total for this course, each of which is marked on the schedule found on the course D2L homepage. These exams will be timed and consist of questions relating to the text. The final three exams will also include listening example questions. The format of these exams will be entirely multiple choice. Exams will be available to complete from Friday morning at midnight until Sunday night at midnight at the ends of the weeks they are listed on the course schedule. I will also post reminders in the days leading up to the exams. Exams will be graded and results posted within one week of the examination date. No make-up examinations will be allowed.

Exam 1- 50 pts.
Exam 2- 100 pts.
Exam 3- 100 pts.
Final Exam- 100 pts
350 pts. total
The four exams must be taken using the **LockDown Browser**. These will NOT be proctored. If you do not have the LockDown software already installed on whatever platform you will be testing on, you will be directed to the link to do so before you can take the exams.

**Weekly Quizzes**
Each week, two open-book quizzes will be available which must be completed by weeks end (Saturday at midnight). The material will come from whatever content is being covered for the corresponding week’s chapters. Each quiz will be timed (20 minutes) and contain ten multiple choice questions with each question being worth one point. The grades will be available immediately after completing the quiz. **The quizzes (excluding the Syllabus Quiz) do not need to be taken using Lockdown Browser.**

**Syllabus Quiz**
The Syllabus Quiz will act as one of your weekly quizzes for week one. The purpose of this quiz is not only to make sure you read and understand the syllabus, but it will also make sure that Lockdown Browser is working for everyone so any issues can be resolved before the first exam. If you have any issues taking this quiz in Lockdown Browser, let me know right away by sending an email to jeff.fisher@usd.edu. After you inform me of the issue, you need to contact the USD Technology Help Desk and explain to them the issue you are having by either submitting an online request for help or by phone at 605-658-6000. As soon as they have the issue resolved for you, send me another email so I can reset the quiz for you to try taking again. **If this first quiz is not completed by the end of the first week, the student will risk being dropped from the course.**

**Discussion Posts and Replies**
During the first week of this course, each student is to post a discussion introducing themselves to the rest of the class. You will find further instructions as to what information to include in your introduction when you visit the discussion tab in D2L. **If the introductory discussion post is not completed by the end of the first week, the student will risk being dropped from the course.**

For each week, there will be two new discussion topics posted to write about within the specific week’s discussion forum. There is no length requirement for your discussion posts, but they are required to be thoroughly examined, as well as clear, concise, and thoughtful.

Combined with the weekly discussion posts, each student is required to respond to one of their fellow classmate’s discussion posts for each chapters discussion post per week (**Introduction Discussion post excluded**). For instance, during week one, you need only respond to one of your fellow classmates posts for the introduction to the text. During week two, you will post a reply to one of your fellow classmates posts for both chapters one and two. In other words, after week one, all other weeks will require completion of two discussion posts and two replies. The replies are to be well thought out reactions to the fellow classmate’s discussion topic, and address specific parts of the post. **Responses such as, “I liked it” or “I agree/disagree” are unacceptable.** There are no right or wrong answers as to how you feel about a discussion post,
but if you disagree with an opinion, address it in a way that adheres to the rules of civil discourse. In other words, be nice to one another in the online atmosphere, even when writing criticisms. Late discussion replies will receive zero points.

The weekly discussion topics will be posted on Sunday of each week. All student discussion posts, as well as replies, are required to be completed no later than midnight of the Saturday at the end of each week topic, or risk loss of points. All grades for discussion posts and replies will be posted no later than a week after each discussion topic closes.

**How Discussion Posts will be assessed**

<table>
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<tr>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>The discussion post was submitted by the deadline.</td>
<td>5</td>
</tr>
<tr>
<td>Discussion post used terminology from the text in order to address the topic directly. The topic was thoroughly examined, allowing other students material to address in their replies.</td>
<td>5</td>
</tr>
</tbody>
</table>

**How discussion replies will be assessed:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reply was thoughtfully constructed and addressed specific points written about by the original author.</td>
<td>5</td>
</tr>
</tbody>
</table>

**Chapter Powerpoints and Outlines**

The content for the course outside of the text is found under the Content Tab in D2L and is divided by chapter. Within each chapter, you will find a Powerpoint and outline which contains important material from the text as well as supplemental information not in the text that is important in your understanding of rock and roll. Make sure you read each chapter outline and Powerpoint, as questions on the exams may be drawn from these sources, as well.

**Globalization Assignment**

This assignment will be written and require you to answer questions that pertain to global impact of Rock and Roll. You will submit the assignment via Dropbox. The final grade for the assignment will be posted no later than one week after submission. More information about this assignment will become available after week eight in the course. The due date will also be indicated at this time. **Failure to complete the assignment by the due date will result in a loss of one letter grade per day late.**

**Extra Credit Concert**

There will be a one-time opportunity to earn 20 extra credit points throughout the course of the term. To earn these points, you will have to attend a live concert with music played that falls under the umbrella of rock and roll. Examples of this may include blues, jazz, soul, pop, country, rock, heavy metal, rap, etc. If you have a question as to whether a concert will count for the extra credit, please feel free to email me to make sure. **In order to verify that you were at**
the concert, I ask that you take a picture of you at the concert with the band on stage in the background. Include that in an email to me that states what concert you went to, where it was at and on what date you attended.

Course Points and Grading
There are a total of 795 points possible in this course.

Exams: 350 pts.

Weekly Quiz: 160 pts.

Discussion posts: 235 pts.
- Introduction and weekly discussion post: 10 pts. each
- Reply to fellow students posts (week one excluded): 5 pts. each

Globalization Assignment: 50 pts.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
<td>712-795</td>
</tr>
<tr>
<td>B</td>
<td>80%-89%</td>
<td>633-711</td>
</tr>
<tr>
<td>C</td>
<td>70%-79%</td>
<td>553-632</td>
</tr>
<tr>
<td>D</td>
<td>60%-69%</td>
<td>474-552</td>
</tr>
<tr>
<td>F</td>
<td>0%-59%</td>
<td>0-473</td>
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Method of Information Delivery
This course is delivered through the online medium. The instructor is available via email and through the discussion boards in the course.

Disability Services Policy
Any student who feels she or he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. For information contact:

Ernetta L. Fox, Director
Disability Services
Room 119 Service Center
(605) 677-6389
http://www.usd.edu/student-life/disability-services
disabilityservices@usd.edu
Policy on Plagiarism, Cheating, or Academic Dishonesty

According to USD’s student handbook, cheating is defined in part as “use or giving of any unauthorized assistance in taking quizzes, tests, or examinations; use of sources beyond those authorized by the instructor; or acquisition, without permission, of texts or other academic material belonging to a member of the institutional faculty, staff or other student.” Plagiarism is defined as “the use, by paraphrase or direct quote, of the published or unpublished work of another person without full and clear acknowledgement consistent with accepted practices of the discipline; or use of materials prepared by another person or agency (taken from the Student Conduct Code).” Cheating or plagiarism on any assignment will result in a zero for that assignment. Repeated infractions will result in an “F” for the course.

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.