

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

MUSI212

Course Summary

Course : MUSI212 **Title :** Jazz and Rock
Length of Course : 8 **Faculty :**
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course is designed to provide students with an introduction to popular American music in the 19th, 20th, and 21st centuries and the cultural contributions of African Americans, Indigenous peoples, Hispanics, and European descendants. Students will learn about ragtime, jazz, how jazz became an art, blues, rhythm and blues, rock and roll, and popular music. Important artists will be discussed, important songs will be reviewed, and the intersection of cultures will be analyzed throughout the course.

Course Scope:

Popular music is all around us, in our home, in our cars, in our stores, and in our movies. Have you ever wondered why you like what you like? We all have our favorites, from Beyoncé to The Beatles, from Kanye to Cash, from Oribson to Outkast. Whether you prefer Elvis Presley or Elvis Costello you will enjoy exploring the many genres that make up pop music today. We'll look at a variety of hits, their historic antecedents, and what they mean for the future of popular music

Using the books "Switched On Pop" and "Breaking Records: 100 Years of Hits" as resources, this course offers insights into the origins of popular music in this country. Even as it delves into popular music from over 100 years ago, it also investigates current trends in popular music and their antecedents. Students bring their personal favorites to the discussions and projects, making the class appeal to contemporary tastes, why they are what they are, and what they mean in a broader context

Objectives

- CO-1: Define key terms, concepts, influences, and people in popular music.
 - CO-2: Apply musical terminology, concepts, and critical listening skills to differing styles of popular music.
 - CO-3: Analyze the social, political, and cultural influences on popular music.
 - CO-4: Explain how popular music works and why it matters.
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Outline

Week 1: Definition and Meaning of Pop Music, Meter, Melody, Harmony

Weekly Goals

- Begin to think about what pop music can teach.
- Learn how pop music reflects society, the economy, and technology.
- Become conversant with three elements of pop music: Meter, melody, and harmony.
- Practice listening, understanding what is heard, and communicating

The broad definition of popular music is illuminated in the Introduction. Why pop music matters is introduced.

Overview

Specific terms of meter, melody, and harmony as they are expressed in popular music are defined and illustrated with examples. Listening is specific with each of the three songs presented. Each illustrates the concept of meter, melody, and harmony, and how it shapes the definition of “popular.” Relating to why popular music matters, each concept, and each song that illustrates it, show a specific relation to personal life, which has meaning for professional and civic lives. Injustice, intolerance, and inequality in the world – as well as beauty, kindness, and wonder - and how these songs illuminate aspects of those, are explored.

Assignments

- Week 1 Forum Participation, Initial post due Thursday and Peer replies due Sunday
- Week 1 Assignment: Quiz 1

Readings

- Sloan & Harding
- Introduction, Chapters 1, 2, 3
- Week 1 Learning Material in Content

Week 2: : Definition and Meaning of Form, Timbre, Lyric, Hook, Rhyme

Weekly Goals

- Continue to think about what pop music can teach.
- Continue to learn how pop music reflects society, the economy, and technology.
- Become conversant with five elements of pop music: Form, timbre, lyric, hook, and rhyme.
- Practice listening, understanding what is heard, and communicating

Overview

Specific terms of form, timbre, lyric, hook, and rhyme as they are expressed in popular music are defined and illustrated with examples. Listening is specific with songs presented. Each illustrates what the concept of form, timbre, lyric, hook, and rhyme is, and how it shapes the definition of “popular.” Relating to why popular music matters, each concept, and each song that illustrates it, show a specific relation to personal life, which has meaning for professional and civic lives. Cultural expressions, full songs vs. hooks, descriptive challenges, and how these songs illuminate aspects of those, are explored

Assignments

- Week 2 Forum Participation, Initial post due Thursday and Peer replies due Sunday
- Week 2 Assignment: Quiz 2

Reading

- Sloan & Harding – • Introduction, Chapters 4, 5, 6, 7, 8
- Week 2 Learning Material in Content

Week 3: Roots and Early Jazz to R&B in Pop Music

Weekly Goals

- Understand the beginnings of popular music.
- Continue to learn how pop music reflects society, the economy, and technology.
- Make connections from early popular music to the beginnings of rock and roll.
- Become conversant with trends of social development as they are influenced by popular music.

Overview

Specific terms from the beginnings of recorded music, the flowering of jazz in the “Jazz Age,” and the beginnings of the rock and roll era are introduced as they relate to popular music. They are defined and illustrated with examples. Listening is specific with songs presented. Each illustrates what the concepts presented in Weeks 1 and 2 are, how they are used to describe recordings, jazz, and rock, and how they show the evolution of the definition of “popular.” Relating to why popular music matters, each concept, and each song that illustrates it, show a specific relation to personal life, which has meaning for professional and civic lives. Cultural expressions, how recordings affected home and professional life, meanings behind the phenomenon of jazz, meanings behind the birth of rock and roll, and how these genres illuminate aspects of life, are explored

Assignments

- Week 3 Forum Participation, Initial post due Thursday and Peer replies due Sunday
- Week 3 Assignment: Quiz 3

Reading

- Kuhlmann – • Chapters 1, 3, 6
- Week 3 Learning Material in Content

Week 4: Pop Genre History

Weekly Goals

- Put into writing what a specific genre of popular music can teach.
- Relate how pop music reflects society, the economy, and technology.
- Use the elements of pop music to construct a communication vehicle.
- Practice listening, understanding what is heard, and communicating.

Overview

Specific terms, concepts, and history learned in the first 3 weeks of class are utilized by the student to compose an effective vehicle of communication. That vehicle will show that key terms, concepts, influences, musical terminology, listening skills, and life application are understood. Conveying the history of a popular genre and its importance will be shown through using the above items

Assignments

- Week 4 Assignment - Essay: Pop Genre History

Recommended Optional Reading

- APUS Trefry Library
- See Week 4 Content in the classroom for instruction, tips, ideas on writing an essay.

Week 5: Definition and Meaning of Syncopation, Modulation, Identity, Sampling, Sound Design

Weekly Goals

- Continue to think about what pop music can teach.
- Continue to learn how pop music reflects society, the economy, and technology.
- Become conversant with five elements of pop music: Syncopation, modulation, counterpoint, sampling, and sound design.
- Practice listening, understanding what is heard, and communicating

Overview

During Week 5 “Switched on Pop” authors Sloan and Harding continue their examination of popular music and why it matters. Songs from Lamar, Beyoncé, Spears, M.I.A., and Skrillex reveal the concepts in this week’s title: Syncopation, Modulation, Identity, Sampling, and Sound Design.

Assignments

- Week 5 Forum Participation, Initial post due Thursday and Peer replies due Sunday
- Week 5 Assignment: Quiz 4

Reading

- Sloan & Harding - Chapters 9, 10, 11, 12, 13.
- Week 5 Learning Material in Content

Week 6: Definition and Meaning of Tonal Ambiguity and Genre

Weekly Goals

- Continue to think about what pop music can teach.
- Continue to learn how pop music reflects society, the economy, and technology.
- Become conversant with two considerations of pop music: Tonal ambiguity and genre.
- Practice listening, understanding what is heard, and communicating.

Overview

During Week 6 “Switched on Pop” authors Sloan and Harding continue their examination of popular music and why it matters. Songs from Luis Fonsi ft. Daddy Yankee and Kelly Clarkson reveal the concepts in this week’s title: Tonal ambiguity and genre.

Assignments

- Week 6 Forum Participation, Initial post due Thursday and Peer replies due Sunday
- Week 6 Assignment: Quiz 5

Readings

- Sloan & Harding • Chapters 14, 15.
- Week 6 Learning Material in Content

Week 7: Pop Genre History

Weekly Goals

- Continue to think about what pop music can teach.
- Continue to learn how pop music reflects society, the economy, and technology.
- Utilize concepts presented thus far including all elements of popular music.
- Relate the above to one specific popular artist or one specific popular group.

- Practice communication skills by constructing a communication vehicle for a chosen topic

Overview

Specific terms, concepts, and history learned in the first 6 weeks of class are utilized by the student to compose an effective vehicle of communication. That vehicle will show that key terms, concepts, influences, musical terminology, listening skills, and life application are understood. Conveying the history of a popular artist or popular music group and its importance will be shown through using the above items

Assignments

- Week 7 Assignment - PowerPoint Project: A Life in Music

Reading

- Sloan & Harding • Kuhlmann • Review and utilize both texts.
- Week 7 Learning Material in Content

Week 8: The Future of Pop, Identity, and Society

Weekly Goals

- Continue to think about what pop music can teach and where it is headed.
- Continue to learn how pop music reflects society, the economy, and technology.
- Become conversant with a main consideration of pop music: Identity.
- Practice listening, understanding what is heard, and communicating.

Overview

During Week 8 “Switched on Pop” authors Sloan and Harding wrap up their examination of popular music and why it matters. Songs from Jay Z, Kanye West ft. Frank Ocean, and Paul McCartney are examined for their illumination of the concepts of musical identity and the future of popular music

Assignments

- Week 8 Forum Participation, Initial post due Thursday and Peer replies due Sunday
- Week 8 Assignment: Quiz 6

Reading

- Sloan & Harding • Chapter 16 and Conclusion.
 - Week 8 Learning Material in Content
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Evaluation

Assignments

- In Week 4 students are requested to complete an essay detailing a short history of a favorite genre of popular music. Specifics can be found at the Assignments tab in class. In Week 7 students are requested to construct a PowerPoint presentation on a specific popular artist or musical group. Specifics on the Assignment can be found at the Assignments tab in class.
- Some assignments may have very specific requirements for formatting such as font, margins, etc., and submission file type such as .docx, .pdf, etc. See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified. It is the student's responsibility to ensure that all submitted work can be accessed and opened by the instructor.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions.
- Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect.
- Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week.

Grading:

Name	Grade %
Discussions	40.00 %
Week 1 Discussion: Intro & Popular Music	6.67 %
Week 2 Discussion: Your Favorite Song	6.67 %
Week 3 Discussion: American Popular Music	6.67 %
Week 5 Discussion: Syncopation Modulation Counterpoint Sampling and Sound Design	6.67 %
Week 6 Discussion: Tone and Genre	6.67 %
Week 8 Discussion: Future of Popular Music	6.67 %
Quizzes	10.00 %
Week 1 Quiz 1 Meter Melody and Harmony	1.67 %
Week 2 Quiz 2 Form Timbre Lyric Hook and Rhyme	1.67 %
Week 3 Quiz 3 Roots and Early Jazz to R&B in Pop Music	1.67 %
Week 5 Quiz 4 Syncopation Modulation Counterpoint Sampling and Sound Design	1.67 %
Week 6 Quiz 5	1.67 %
Week 8 Quiz 6	1.67 %
Assignments	50.00 %
Week 4 Essay: Pop Genre History	25.00 %
Week 7 PwrPt: A Life in Music	25.00 %

Materials

Book 1

BookTitle: Switch on Pop

Authors: Nate Sloan & Charlie Harding

Publication Info: Oxford University Press

ISBN: 9780190056674 (epub)

Book 2

BookTitle: Breaking Records: 100 Years of Hits

Author: William Ruhlmann

Publication Info: Routledge

ISBN: 9780203644034

Course Guidelines

Citation and Reference Style

You will follow the citation style that is common to your discipline/program (APA, Turabian, AP, or MLA). If you do not have a citation style, please use MLA style. Please note that no formal citation style is graded on discussion assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding discussion communication below).

Tutoring

Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a Skill Center Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Turnitin

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work. Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Course Variations

Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Discussion

Discussions are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the discussion. The purpose of the discussions is to actively participate in an ongoing discussion about the assigned content. "Substantive" means comments

that contribute something new and important to the discussion. Thus, a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc. As a class, if we run into conflicting viewpoints, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated. Students must post a response to the weekly discussion prompt and post the required number of replies to other students – refer to the grading rubric and/or discussion instructions for specific expectations on the number of replies and word count requirements.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
 - Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
 - The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
 - Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
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University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)

- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.