



MIDWESTERN
STATE UNIVERSITY

A Member of the Texas Tech University System

American Pop: The Musical Melting Pot of the World
Spring 2026 Course Syllabus
College of Fine Arts
Midwestern State University Texas
MUSC 1043 X21

Contact Information

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Course Description

This course will enhance the student's appreciation and understanding of popular music, as well as introduce less familiar styles and genres. Students will understand American popular music within the context of American history since 1840. Students will be able to hear a popular song, identify it by style and time period, and become more aware of how popular music is advertised, sold, and consumed in a global economy. Students will develop critical listening skills and become more informed consumers of popular music. This course will explore several recurring objectives throughout the semester:

1. Analyze changing features of popular music in America
2. Understand elements of music that define songs by style and genre
3. Appreciate a variety of musical genres and songs
4. Interpret the influence of mass media, economy, and technology on popular music
5. Identify the role of popular music as a symbol of identity (race, class, gender, and generation)

Learning Methods

1. D2L - class announcements, learning modules in PowerPoint format, assessments including quizzes, discussions, midterm, project, and final essay
2. Recordings - YouTube links embedded in PowerPoints on D2L
 - a. Recordings can also be found on Spotify or Apple Music
 - i. It is recommended to download Spotify or Apple Music for easy access to musical examples
3. Connect 4 Education - online textbook, weekly readings

Reading/Listening

Each week, there are two to three lessons posted to D2L in PowerPoint format. Each lesson is accompanied by an assessment of some kind, typically either a quiz or discussion post. These assignments can be found on D2L along with the PowerPoints under their corresponding weeks under the "Content" tab.

Each lesson closely follows the structure of the online textbook on C4E. Students should read the chapters on C4E as well as go through the modules on D2L.

Textbook & Instructional Materials

OnAmerican Popular Music, ISBN:978-0-9911409-2-3 (purchase required for this course). [Link to OnAmerican Popular Music from the C4E online store](#)

Purchasing Access Codes

Students may purchase the course materials with an access code from the MSU campus bookstore or through the Connect for Education online store. [Here is the C4E Student Guide](#), which contains helpful information on purchasing and gaining access to the course materials. Once you have purchased the course, you will receive an access number.

Textbook Registration

Once you receive the access number, visit [this site](#) to register your product. Register using MSU as your school, Ginnings as instructor, and OnAmerican Popular Music as the course.

1. Use your MSU email when registering
2. When you have been added to the course, I will receive an email from C4E
3. If you need assistance in this process, please email support@connect4education.com

Online Textbook Technical Support

Technical support for this course is provided through Connect 4 Education. If you are having technical problems, contact C4E support by email at support@connect4education.com, utilize the [Student Support Website](#), or call 703-880-1180 x200 if you would prefer to speak to a technician by phone. Support hours are Monday through Friday, 8AM - 5PM Central Time. Both PC and Mac users must have the latest version of Flash player working on their computers. C4E can be operated through Internet Explorer, Mozilla Firefox, or Safari.

D2L Technical Support

Extensive use of the MSU [D2L](#) platform is a part of this course. Each student is expected to be familiar with this platform as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please report your issues on [this form](#).

****Technical problems are NOT an excuse for incomplete or late work. If technical issues arise, find an alternative computer to login. Computers are available on campus in various areas of the buildings as well as the Academic Success Center. There are many places on campus to access your class. There is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations. However, they are able to help you get connected to MSU's online services. Contact your instructor upon having computer trouble, but make every effort to troubleshoot your issues to find a solution via the above mentioned channels before asking for any extensions.**

Lessons, Assignments, and Deadlines

This course is designed to closely align with the in-person section of American Pop. This is a three-credit course and the workload will be comparable to the class that meets in-person. With online classes, you may set your own study and assignment completion schedule rather than having a weekly class. I would recommend finding a structure that works for you on a weekly basis, and sticking to it as closely as possible. You may decide to complete all of your weekly lessons on Saturday. You may want to go to a coffee shop or the library to complete your lessons two or three times per week. Find something that works for *you!* You are permitted to work ahead in the course. I would caution you to stay up-to-date on these lessons and assignments. It would be very challenging to catch up if you get behind. If you need any help with time management, please let me know, I'd be happy to help! Email me to set up a time to meet for office hours.

Each lesson has a slideshow in PowerPoint format on D2L. You will need to go through the slideshow, listening closely and critically to the examples linked (I would recommend opening each YouTube link in a new tab; I have tested the links and merely clicking on them will take you away from D2L). You do not have to listen to every single second of every recording, but you should listen to enough of the song to hear what is being discussed. If there are multiple examples linked for one artist, you may want to choose one to listen to closely. There are occasionally optional videos included, you may choose to watch or skip those.

After you go through each lesson, there will be some sort of assessment. Most lessons include a quiz, some include discussion posts or discussion replies. Each lesson and its assessment should take approximately 45 minutes to 1 hour to complete. You MAY use your notes or the slideshow while you complete the quizzes. Each week's assessments are due on the **Sunday that ends the week, at 11:59 pm central time**. For example, the lessons from Week 1 (January 20-25) are Lesson 1 - American Popular Music in the 19th Century, and Lesson 2 - Tin Pan Alley and Ragtime. Both include quizzes. Those quizzes are due by Sunday, January 25 at 11:59 pm. Note: the final essay is due on a Wednesday. You may find all due dates on the course schedule.

****During this course, we will be studying the most notable songs from various genres and styles, some of which may include sensitive content, explicit lyrics, or sexual themes. These songs were chosen because of their significance to the history of American popular music, and to highlight pertinent characteristics from their respective genres. You may find some songs and artists uncomfortable to listen to, but it is vitally important to recognize their place within the pantheon of American popular music. Similarly, some of the artists we will discuss are problematic, ranging from holding viewpoints we now consider outdated and discriminatory, to committing heinous crimes. Their inclusion in this course is not an endorsement of their behavior or beliefs. Again, it is important to place notable artists and their work into the historical context needed to fully understand the trajectory and history of American popular music.**

Student Assessments

*Rubrics can be found at the end of the syllabus

Grading Scale

Grade	Score
A	90-100
B	80-89
C	70-79

Grade	Score
D	60-69
F	59 and below

Assessment	% of Final Grade
Quizzes	30%
Discussion Posts	15%
Midterm	20%
Project	15%
Final Essay	20%

Quizzes (30% of final grade)

Most quizzes contain 10 questions, with each question worth 1 point. Quizzes feature multiple choice, multi-selection, and true or false questions. For multi-select questions, 0.25 points will be awarded for correct answers, and 0.25 points deducted for incorrect selections. Once quizzes are submitted, you will be able to see any missed questions and their correct answers. **Quizzes are open-note, feel free to use your notes or the slideshows.**

Discussion Assignments (15% of final grade)

The specifics of each discussion assignment are located on D2L. Click on the “Communication” tab at the top of the course page and select “Discussions.” There you will find the “Discussion Assignments” forum with topics dedicated to each of the assignments. For Assignments 1-4, please submit your responses as new threads under the topic designated for each assignment. Each response should be at least 300 words in length. This typically equals about 20 sentences or 3-4 paragraphs. For Assignment 2.5, you will respond to two of your classmates' previously posted threads in the topics for Discussion 2. Both of those replies should total 150 words.

Midterm (20% of final grade)

The midterm contains questions from quizzes 1-20. Some questions have been altered slightly. There will be multiple choice and multi-select questions. Like the weekly quizzes, each question is worth 1 point, and multi-select questions award correct selections 0.25 points, with 0.25 deducted for wrong selections. You have two hours to complete the midterm. **The midterm is also open-note. You are free to use your notes or the slideshows.**

Project (15% of final grade)

Create an online study module that could be used to teach a lesson on a musician or band using Power Point or Google Slides. You may use this as an opportunity to explore your favorite artist in more depth, or learn more about an artist you're unfamiliar with. You may choose any artist, they do not have to be someone we've studied in this course. Your project should follow the guidelines laid out in the prompt on D2L. These details can be found on D2L under "Assessments" > "Assignments" > "Project."

Final Essay (20% of final grade)

Choose one of five prompts and craft an essay, addressing all questions posed in the prompt. These can be found on D2L under "Assessments" > "Assignments" > "Final Essay." Essays should be 1000 words minimum, and include citations from 3-5 scholarly books or articles. Citations should be in MLA format. Please do not utilize generative AI for this essay.

Course Schedule

Dates	Lessons	Assignments Due - all on D2L, and all are due by 11:59 pm on Sunday
Week 1 (January 20-25)	<ul style="list-style-type: none">Review syllabus and purchase access to C4ELesson 1 - American Pop in the 19th CenturyLesson 2 - Tin Pan Alley and Ragtime	<ul style="list-style-type: none">Purchase access to C4ELesson 1 QuizLesson 2 QuizMusical Background Assignment
Week 2 (Jan 26-Feb 1)	<ul style="list-style-type: none">Lesson 3 - Rural and Urban BluesLesson 4 - New Orleans Jazz and Dixieland	<ul style="list-style-type: none">Lesson 3 QuizLesson 4 Quiz
Week 3 (Feb 2-8)	<ul style="list-style-type: none">Lesson 5 - Swing and Big BandsLesson 6 - Broadway and the Development of the American MusicalLesson 7 - Hillbilly and Country and Western Music	<ul style="list-style-type: none">Lesson 5 QuizLesson 7 QuizDiscussion 1
Week 4 (Feb 9-15)	<ul style="list-style-type: none">Lesson 8 - BluegrassLesson 9 - Traditional Pop in the 1940s and 1950sLesson 10 - Doo-Wop and Rhythm and Blues	<ul style="list-style-type: none">Lesson 8 QuizLesson 9 QuizLesson 10 Quiz
Week 5 (Feb 16-22)	<ul style="list-style-type: none">Lesson 11 - Early Rock and RollLesson 12 - RockabillyLesson 13 - Teen-Styled Rock Music in the Early 1960s	<ul style="list-style-type: none">Lesson 11 QuizLesson 12 QuizLesson 13 Quiz
Week 6 (Feb 23-March 1)	<ul style="list-style-type: none">Lesson 14 - The Record Producer and Rise of Surf RockLesson 15 - SoulLesson 16 - The British Invasion	<ul style="list-style-type: none">Lesson 14 QuizLesson 15 QuizDiscussion 2
Week 7 (March 2-8)	<ul style="list-style-type: none">Lesson 17 - American Reactions to the British InvasionLesson 18 - Folk and Folk RockLesson 19 - Psychedelic Rock	<ul style="list-style-type: none">Discussion 2.5Lesson 18 QuizLesson 19 Quiz
Week 8 (March 16-22)	<ul style="list-style-type: none">Lesson 20 - Country Rock and Southern RockLesson 21 - Country Music Goes MainstreamLesson 22 - From Soul to Funk*Midterm Opens Monday, March 16 and Closes Sunday, March 22 at 11:59 pm	<ul style="list-style-type: none">Lesson 20 QuizLesson 21 QuizLesson 22 QuizMidterm Due

Dates	Lessons	Assignments Due - all on D2L, and all are due by 11:59 pm on Sunday
Week 9 (March 23-29)	<ul style="list-style-type: none"> • Lesson 23 - Funk • Lesson 24 - Disco • Lesson 25 - Hard Rock and Heavy Metal 	<ul style="list-style-type: none"> • Lesson 23 Quiz • Lesson 24 Quiz • Lesson 25 Quiz
Week 10 (March 30-April 5)	<ul style="list-style-type: none"> • Lesson 26 - Heavy Metal in the 1980s • Lesson 27 - Punk Rock and New Wave 	<ul style="list-style-type: none"> • Lesson 26 Quiz • Lesson 27 Quiz
Week 11 (April 6-12)	<ul style="list-style-type: none"> • Lesson 28 - MTV • Lesson 29 - Hip-Hop's Roots and Origins 	<ul style="list-style-type: none"> • Discussion 3 • Lesson 29 Quiz
Week 12 (April 13-19)	<ul style="list-style-type: none"> • Lesson 30 - Hip-Hop Comes of Age • Lesson 31 - Hip-Hop in the 1990s 	<ul style="list-style-type: none"> • Lesson 30 Quiz • Lesson 31 Quiz
Week 13 (April 20-26)	<ul style="list-style-type: none"> • Lesson 32 - The Rise of Alternative Rock • Lesson 33 - Alternative and Metal in the 1990s 	<ul style="list-style-type: none"> • Discussion 4 • Work on project
Week 14 (April 27-May 3)	<ul style="list-style-type: none"> • Lesson 34 - Hybrids and Genres Without Definitions • Lesson 35 - Country Music in the 80s and 90s 	<ul style="list-style-type: none"> • Lesson 34 Quiz • Lesson 35 Quiz • *Project Due Sunday, May 3
Week 15 (May 4-10)	<ul style="list-style-type: none"> • Lesson 36 - Popular Music and Controversy After 9/11 • Lesson 37 - Music Creation and Distribution in the 21st Century 	<ul style="list-style-type: none"> • Lesson 36 Quiz • Work on Final Paper
Finals Week (May 11-15)	<ul style="list-style-type: none"> • Work on Final Paper 	<ul style="list-style-type: none"> • *Final Paper Due Wednesday, May 13

***Please refer to the chart above for a full schedule of the lessons, reading assignments, quizzes, discussions, project, and essays.**

Extra Credit

Students will have an opportunity for extra credit by completing optional discussion assignments on D2L, listed under "Extra Credit Opportunities." Extra credit submissions will be graded using the same criteria and rubric as Discussion Assignments 1-4.

Late Work

The midterm closes on Sunday, March 22 at 11:59 pm. Late midterm submissions will not be accepted. All other late work and make-up work is accepted until Friday, May 15 at 11:59 pm. After that date and time, all assignments will be closed, and no further submissions will be accepted.

How to Be Successful in This Course

In an online class setting, timely and active participation is one of the most important aspects of the course. Understanding the concepts requires practice and discipline to complete all class assignments on a regular basis.

A lot of hard and intense work is expected! It is estimated that students will have to spend as much as 3-6 hours or more each week for this class. When completing the assignments, you may have questions and need professor guidance. I will be happy to help. However, start your work EARLY; otherwise, I will be unable to reply on time to help you. I check my email every weekday, so you can usually expect a response within 24 hours during the week. On the weekends, I check my email on Saturdays. Please do not message me on D2L, I may not see it in a timely manner. If you need my help or feedback, it is your responsibility to contact me no less than 48 hours before the pertinent due date, so I can provide you with feedback or help.

All students are encouraged to use the writing center if assistance is needed on writing the discussion assignments or final essay. The MSU Writing Lab is located at 224 Bea Wood. Writing tutors will not edit your papers for you, but they will provide you with specific suggestions for improving your writing.

Some examples for a faculty initiated drop with a grade of F (or given a final grade of F without being dropped) include, but are not limited to, Academic Dishonesty, as described in the appropriate university policies referenced in this syllabus under Academic Dishonesty and Student Honor Creed, poor performance in the class, absenteeism, or disruptive conduct, as specified below. The instructor may use, at their discretion, the options of an Academic Drop as outlined in the Student Handbook policies. A student dropped by a faculty member for the reasons defined above has the right to a timely appeal by the Student Conduct Committee through the Dean of Student's Office.

Academic Changes

The instructor reserves the right to adjust or cancel grading ranges, assignments, reports, projects, exams, assignments dates, due dates, and other as the course progresses; and to modify, extend, or correct the present syllabus by providing students with a three days' notice, or shorter in case of emergencies.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

The university policy and procedures for academic dishonesty are outlined in the current Student Handbook in Appendix E. No cheating, collusion, or plagiarism will be tolerated in this class. Any student engaging in an academic dishonest act will be sanctioned appropriately. Enrollment in this class constitutes an acceptance to adhere to the Student Honor Creed and all other student conduct policies outlined in the university [Student Handbook](#).

****AI generated work will not be accepted. Do not use ChatGPT or any other AI models to complete classwork. Any assignment suspected of being AI will receive an automatic F. Your words need to be YOUR OWN, no exception.**

Conduct Statement

Behavior that interferes with either the instructor's ability to conduct the class or the ability of other students to benefit from the instruction will result in the instructor's removing the disruptive student(s) from the class, either temporarily or permanently (instructor drop), and receive a final lower grade, up to and including an F.

Electronic communication imposes a higher threshold of civility, responsiveness, and clarity. Students that engage in uncivil, untimely, or inappropriate communication may be sanctioned at the instructor's discretion, with penalties that may include lowering of the student's grade, up to and including an F.

Services for Students With Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Social Justice

Social justice is one of Midwestern State University's core values, and the professor considers the classroom a place where students are treated with respect as human beings, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Moreover, diversity of thought is appreciated and encouraged, provided the students can agree to disagree. The professor's expectation is that ALL students consider the classroom a safe environment.

Privacy Statement

Midwestern State University adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA). Accordingly, and for the purposes of this class, the instructor is limited in his ability to discuss or release student's academic progress records and information to outside parties, and only as permitted by law.

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Important Dates

Last day for term schedule changes: January 23, 2025

Deadline to file for graduation: February 16, 2025

Last Day to drop with a grade of "W:" April 29, 2025

Refer to: [Academic Calendar, Drops, Withdrawals & Void](#)

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described

below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

****Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Rubrics

Discussion Assignment Rubric - 20 total points

Criteria	4 points	3 points	2 points	1 point
Length of response	Response is 300-400 words.	Response is between 250-299 words.	Response is between 150-249 words.	Response is less than 150 words.
Relevance to question posed	Response addresses all parts of the assignment thoroughly.	Response addresses all parts of the assignment but lacks depth in parts of the topic response.	Response addresses only some parts of the assignment. Response lacks depth.	Response addresses very little or none of the assignment. Most of the response is off-topic.
Knowledge of assigned reading materials	Response demonstrates exemplary understanding of the reading material in references to passages and/or ideas. Uses specific references from reading material to support own ideas.	Response demonstrates effective understanding of the reading material, making references to passages or ideas from the text.	Response demonstrates limited understanding of the reading material, using only personal opinions to support ideas.	Response demonstrates little to no understanding of the reading material.
Application of knowledge beyond reading materials	Demonstrates exemplary ability to apply ideas from previously learned knowledge or other sources, making insightful connections that demonstrate a clear, accurate, and precise understanding.	Demonstrates effective ability to apply ideas from previously learned knowledge or other sources. Connections are clear, accurate, and precise.	Demonstrates limited ability to apply ideas from previously learned knowledge or other sources. Connections are sometimes clear, accurate, and precise.	Demonstrates little or no ability to apply ideas from previously learned knowledge or other sources. Connections are unclear, inaccurate, and imprecise.
Style and mechanics	Grammar usage is always correct.	Grammar usage is consistently correct, with only 1-2 mistakes.	Grammar usage is mostly correct, and contains more than 2 mistakes.	Grammar usage is rarely correct. Presentation is difficult to read and derive meaning.

Project Rubric - 100 total points

Criteria	16-20 points	11-15 points	6-10 points	5-9 points
Background biography	Includes detailed background biography of chosen artist.	Includes background biography of chosen artist, but contains few details.	Includes irrelevant details of chosen artist's background.	Does not contain any biographical information of chosen artist.
Musical features	Includes 3-4 musical features of at least 3 songs. Includes links to songs.	Includes 2 musical features of 2 or 3 songs. Includes links to the songs.	Includes 1 musical feature of less than 3 songs. Does not contain links to songs.	Does not include any musical features.
Stylistic context	Places 3 songs into a broader stylistic context within the artist's genre. Includes insightful analysis and a clear, accurate, and precise understanding of the artist's place within their genre.	Places 2-3 songs into their broader stylistic context within the artist's genre, and contains clear and accurate analysis of the artist's place within their genre.	Places songs into their broader stylistic context within the artist's genre with little to no depth in analysis. Conveys limited understanding of the artist's place within their genre.	Does not consider the stylistic context or the artist's place within their genre.
Social, cultural, and political context	Discusses the artist's role in a broader social, cultural, and political context. Includes insightful analysis and a clear, accurate, and precise understanding of the social, cultural, and political landscape the artist operates in.	Discusses the artist's role in a broader social, cultural, and political context. Contains clear and accurate analysis of the social, cultural, and political landscape the artist operates in.	Discusses the artist's role in a broader social, cultural, and political context with little to no depth in analysis. Conveys limited understanding of the landscape the artist operates in.	Does not consider the artist's role in a broader social, cultural, or political context.
Style and mechanics	Grammar usage is always correct.	Grammar usage is consistently correct, with only 1-2 mistakes.	Grammar usage is mostly correct, and contains more than 2 mistakes.	Grammar usage is rarely correct. Presentation is difficult to read and derive meaning.

Final Essay Rubric - 100 total points

Criteria	16-20 points	11-15 points	6-10 points	5 > points
Length of response	Essay is 1000 words.	Essay is between 750-999 words	Essay is between 500-749 words.	Essay is less than 500 words.
Relevance to essay prompt	Essay addresses all parts of the prompt thoroughly.	Essay addresses all parts of the assignment but lacks depth.	Essay addresses only some parts of the prompt, and lacks depth.	Essay addresses very little or none of the assignment. Most of the essay is off-topic. Essay reads like AI.
Knowledge of course content	Essay demonstrates exemplary understanding of course content. Uses specific references from reading materials or lessons to support ideas.	Essay demonstrates effective understanding of course content, making references to passages or ideas from the text.	Essay demonstrates limited understanding of course content, using only personal opinions to support ideas.	Essay demonstrates little to no understanding of course content. It is obvious AI is used.
Application of knowledge beyond reading materials	Demonstrates exemplary ability to apply ideas from previously learned knowledge or other sources, making insightful connections that demonstrate a clear, accurate, and precise understanding.	Demonstrates effective ability to apply ideas from previously learned knowledge or other sources. Connections are clear, accurate, and precise.	Demonstrates limited ability to apply ideas from previously learned knowledge or other sources. Connections are sometimes clear, accurate, and precise.	Demonstrates little or no ability to apply ideas from previously learned knowledge or other sources. Connections are unclear, inaccurate, and imprecise.
Style and mechanics	Grammar usage is always correct.	Grammar usage is consistently correct, with only 1-2 mistakes.	Grammar usage is mostly correct, and contains more than 2 mistakes.	Grammar usage is rarely correct. Presentation is difficult to read and derive meaning.
Sources cited	Three or more scholarly articles or books cited in proper MLA format, including a citation page at the end of the essay.	Two scholarly articles or books cited in proper MLA format, including a citation page at the end of the essay.	One or two scholarly articles or books cited incorrectly. Does not include a citation page at the end of the essay.	No scholarly articles or books cited.

Course Schedule

Dates	Lessons	Assignments Due - all on D2L, and all are due by 11:59 pm on Sunday
Week 1 (January 20-25)	<ul style="list-style-type: none"> Review syllabus and purchase access to C4E Lesson 1 - American Pop in the 19th Century Lesson 2 - Tin Pan Alley and Ragtime 	<ul style="list-style-type: none"> Purchase access to C4E Lesson 1 Quiz Lesson 2 Quiz Musical Background Assignment
Week 2 (Jan 26-Feb 1)	<ul style="list-style-type: none"> Lesson 3 - Rural and Urban Blues Lesson 4 - New Orleans Jazz and Dixieland 	<ul style="list-style-type: none"> Lesson 3 Quiz Lesson 4 Quiz
Week 3 (Feb 2-8)	<ul style="list-style-type: none"> Lesson 5 - Swing and Big Bands Lesson 6 - Broadway and the Development of the American Musical Lesson 7 - Hillbilly and Country and Western Music 	<ul style="list-style-type: none"> Lesson 5 Quiz Lesson 7 Quiz Discussion 1
Week 4 (Feb 9-15)	<ul style="list-style-type: none"> Lesson 8 - Bluegrass Lesson 9 - Traditional Pop in the 1940s and 1950s Lesson 10 - Doo-Wop and Rhythm and Blues 	<ul style="list-style-type: none"> Lesson 8 Quiz Lesson 9 Quiz Lesson 10 Quiz
Week 5 (Feb 16-22)	<ul style="list-style-type: none"> Lesson 11 - Early Rock and Roll Lesson 12 - Rockabilly Lesson 13 - Teen-Styled Rock Music in the Early 1960s 	<ul style="list-style-type: none"> Lesson 11 Quiz Lesson 12 Quiz Lesson 13 Quiz
Week 6 (Feb 23-March 1)	<ul style="list-style-type: none"> Lesson 14 - The Record Producer and Rise of Surf Rock Lesson 15 - Soul Lesson 16 - The British Invasion 	<ul style="list-style-type: none"> Lesson 14 Quiz Lesson 15 Quiz Discussion 2
Week 7 (March 2-8)	<ul style="list-style-type: none"> Lesson 17 - American Reactions to the British Invasion Lesson 18 - Folk and Folk Rock Lesson 19 - Psychedelic Rock 	<ul style="list-style-type: none"> Discussion 2.5 Lesson 18 Quiz Lesson 19 Quiz
Week 8 (March 16-22)	<ul style="list-style-type: none"> Lesson 20 - Country Rock and Southern Rock Lesson 21 - Country Music Goes Mainstream Lesson 22 - From Soul to Funk *Midterm Opens Monday, March 16 and Closes Sunday, March 22 at 11:59 pm 	<ul style="list-style-type: none"> Lesson 20 Quiz Lesson 21 Quiz Lesson 22 Quiz *Midterm Due
Week 9 (March 23-29)	<ul style="list-style-type: none"> Lesson 23 - Funk Lesson 24 - Disco Lesson 25 - Hard Rock and Heavy Metal 	<ul style="list-style-type: none"> Lesson 23 Quiz Lesson 24 Quiz Lesson 25 Quiz
Week 10 (March)	<ul style="list-style-type: none"> Lesson 26 - Heavy Metal in the 1980s Lesson 27 - Punk Rock and New Wave 	<ul style="list-style-type: none"> Lesson 26 Quiz Discussion 3

Dates	Lessons	Assignments Due - all on D2L, and all are due by 11:59 pm on Sunday
30-April 5)		
Week 11 (April 6-12)	<ul style="list-style-type: none"> Lesson 28 - MTV Lesson 29 - Hip Hop's Roots and Origins 	<ul style="list-style-type: none"> Lesson 28 Quiz Lesson 29 Quiz
Week 12 (April 13-19)	<ul style="list-style-type: none"> Lesson 30 - Hip Hop Comes of Age Lesson 31 - Hip Hop in the 1990s 	<ul style="list-style-type: none"> Lesson 30 Quiz Lesson 31 Quiz
Week 13 (April 20-26)	<ul style="list-style-type: none"> Lesson 32 - The Rise of Alternative Rock Lesson 33 - Alternative and Metal in the 1990s 	<ul style="list-style-type: none"> Discussion 4 Work on project
Week 14 (April 27-May 3)	<ul style="list-style-type: none"> Lesson 34 - Hybrids and Genres Without Definitions Lesson 35 - Country Music in the 80s and 90s 	<ul style="list-style-type: none"> Lesson 34 Quiz Lesson 35 Quiz *Project Due Sunday, May 3
Week 15 (May 4-10)	<ul style="list-style-type: none"> Lesson 36 - Popular Music and Controversy After 9/11 Lesson 37 - Music Creation and Distribution in the 21st Century 	<ul style="list-style-type: none"> Lesson 36 Quiz Work on Final Paper
Finals Week (May 11-15)	<ul style="list-style-type: none"> Work on Final Paper 	<ul style="list-style-type: none"> *Final Paper Due Wednesday, May 13

Appendix 1

TExES Domains and Competencies

Texas Examinations of Educator Standards (TExES)

The Student Learning Outcomes (SLOs) for Music Appreciation link to the following EC-6 TExES domains and competencies necessary to become a music educator in the state of Texas:

Standard I: The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.

Teacher Knowledge: What Teachers Know

- 1.1k the standard terminology used to describe and analyze musical sound*; and
- 1.2k how to demonstrate musical artistry both through vocal or instrumental performance and by conducting vocal or instrumental performances*.

Application: What Teachers Can Do

- 1.1s Identify and interpret music symbols and terms*
- 1.2s Perceive performance problems and detect errors accurately*;
- 1.3s Identify vocal and instrumental sounds*;
- 1.4s Use standard music terminology*;
- 1.5s Distinguish among timbres*;
- 1.6s Identify different rhythms and meters*;
- 1.7s Use appropriate techniques of musical performance for instruments and voice*;
- 1.8s Recognize and describe melody, harmony, and texture of a musical work*; and
- 1.9s Identify music forms*.

Standard V: The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.

Teacher Knowledge: What Teachers Know

- 5.1k music of diverse genres, styles, and cultures;
- 5.2k how music can reflect elements of a specific society or culture*; and
- 5.3k various music vocations and avocations*.

Application: What Teachers Can Do

- 5.1s Analyze various purposes and roles of music in society and culture*;
- 5.2s Explain a variety of music and music-related career options*;
- 5.3s Recognize and describe music that reflects the heritage of the United States and Texas*; and
- 5.4s Identify concepts from other fine arts and their relationships to music concepts*.