

# **MUSC 1043 American Popular Music**

MSU Texas  
Department of Music  
Course Syllabus: American Popular Music  
College of Fine Arts  
MUSC 1043

\*Note: The textbook, homework, and quizzes are **online**. Students are expected to check their official MSU email and log in to the Connect 4 Education site regularly for readings, homework, and announcements. <https://c4elink.org/login/index.php>

## **Course Description**

The course will enhance the student's appreciation and understanding of music already known, as well as introduce less familiar styles and genres. Students will understand American popular music within the context of the history of America since 1840. Students will be able to hear a popular song and be able to identify it by style and time period, 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 exploring several recurring themes throughout the course:

- Analyze changing features of popular music in America
- Understand elements of music that define songs by style and genre
- Appreciation of a variety of musical genres and songs
- The influence of mass media, economy and technology of popular music
- The role of popular music as a symbol of identity (race, class, gender, and generation)

## **Learning Methods**

- Online Recordings—listening and analysis through Spotify
- Online Textbook readings and listening assignments
- Online Learning Modules – PowerPoint lectures, YouTube videos
- Web site—announcements, course material, links, assigned reading

## **Reading/Listening**

There are 41 lessons for this semester which including readings, listening assignments and homework quizzes that must be prepared before each class.

\*Note –Some lessons will be numerically out of order. This is to be able to

group lessons by musical style.

### **Textbook and Instructional Materials**

Are all available through the course website.

Go to: <https://store.connect4education.com/product/onamerican-popular-music/?dids=2>

Or, access cards are available in the campus bookstore for purchase.

**\*\*Please use your official MSU Texas email address when registering for the site!**

### **Online Course Technical Support**

Technical support for this course is provided through Connect 4 Education. If you are having technical problems you must **first contact support by clicking “Technical Support” on the tab to the left**, or at [support@connect4education.com](mailto:support@connect4education.com) or the Student Support website. Support can also be reached at 703-880-1180 x200 if you would prefer to speak to a technician by phone. Support Hours: Monday through Friday 9AM - 6PM Eastern Time.

**Technical problems are not an excuse for incomplete or late work.** It is the students' responsibility to make sure that the computer they choose to use for this course is in good working condition and meets the website requirements. **If a student's personal computer is not working, it is expected that the student will find one that is working.** Both PC and Mac users must have the latest version of Flash player working on their computers. The website can be operated through Internet Explorer, Mozilla Firefox, or Safari.

### **Listening Examples: Spotify**

All songs can be listened to through Spotify, a free, online streaming music app and web resource. It is helpful to download Spotify onto your computer and have it open when accessing musical examples.

### **Time Zone Requirements:**

Students are expected to complete all quizzes, exams, assignments and projects by 11:59 pm Central Standard Time. Even if a student is currently living in a time zone other than Central Time, their assignments are still due by 11:59 pm Central Standard Time. Please take note of the differences between your time zone and Central Time Zone.

### **Learning Modules:**

There are added learning modules to help students better understand the reading and listening materials. First, complete the reading and listening assignments. Be sure to try out the “Test Yourself,” the “Discover Video,” “Keywords,” “Artist Profile,” and other modules.

### Attendance Policy:

You will be allowed 5 unexcused absence per semester without penalty. After 5 a written report will be sent to the Dean of Students noting your excessive absence. In addition, each subsequent absence will result in the lowering of your final grade by 2% per absence.

### Grading

Table 1 Grading

Assignments	Percentage of Final Grade
Quizzes	30%
Written Assignments	10%
Midterm Exam	20%
Final Exam	20%
Journal Entries	5%
Research Project	15%

Table 2: Total points for final grade.

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Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Less than 60%

### Quizzes

There are quizzes for each lesson that we will cover in this class. Quizzes match up with the chapter content and equal one quiz for each day of classes. All the quizzes are open from the first day of class and have due dates for each. The quizzes will close on that date and will no longer be available to take. All quizzes are due by 11:59 pm the day before the next lesson. For example: Lesson 1 quiz is open from **Aug. 22 to Oct. 11 @ 11:59pm**.

Keep in mind that the practice questions, found under the "Test Yourself" section in the reading are very similar to the questions on the quizzes and make for good practice!

**Exams:** There are two major exams for this course, a Midterm and a Final Exam

### Journal Entry

This class focuses on American Popular music and this project is intended for

you to take the opportunity to delve into your favorite music.

The Journal Entry will include:

- define of your music genre style
- What is it about musicians/band's music and the music of the genre in general that you find compelling?
- Give a timeline of the genres' development, individual band members, bands and other information you deem pertinent
- Include examples (with links as possible) of your favorite songs, with an explanation of why you chose each example and what you hear in it that makes it a favorite.

Students will:

- Explain and define their genre
- Give evidence for the genre's significance and contributions to music and society
- Describe how the genre has changed over time
- Give a perspective on their favorite artist and what influence they artists have on their lives.
- Include musical examples to why each was chosen to be of their favorite songs, makes those examples their favorite

### **Written Assignments**

There are four written assignments to be completed throughout the semester. Each writing assignment rubric (directions) can be found on the class day for which it is due. **Minimum of 500 Words.**

#### **Grading Rubric for Written Assignments**

90-100: Clearly written, with little to no grammatical errors, and robustly describes/answers the question(s) given in the assignment.

80-89: Clearly written, with few to little grammatical errors, and describes/answers the question(s) given in the assignment.

70-79: Has some grammatical errors, but is readable. Content and information when answering the question(s)

given in the assignment is lacking or incomplete.

60-69: Has many grammatical errors and is not easy to read or follow. Content and information when answering the question(s) given in the assignment is lacking or incomplete.

0-59: Is unreadable, does not answer the question(s) in any manor or is less than 500 words.

### **Group Research Project**

As already outlined in your syllabus, all students enrolled must complete a student group research project. In doing so, each student group will create an online study module that could be used to teach material from one of the chapters listed in your online reading using Power Point or Google Slides. Groups will choose a band or artist and will present four important components:

#### The Presentation will include:

- Background biography
- Musical features of at least three songs
- Description of how their music is representative of a particular style (by musical features)
- Description of the social, cultural, or political aspects affecting their music or career
- All research projects must include
  - At least one book source
  - At least one scholarly journal article.

#### Students/Groups will:

- Explore an artist/band in depth
- Complete the project on time
- Work both as a team and individually contribute work needed to complete the project.
- Foster a positive team climate and respond to conflict in a professional manner
- Recognize and uphold shared ethical values and standards
- Use terminology and other prior knowledge learned throughout the course as well as outside knowledge that can contribute to the project.

Project Deadline: All final projects are due by: 12/1 @ 11:59PM

### **Grading Criteria**

- Background Biography (100 points possible)
- Musical Features of Three Songs (100 points possible)

- Stylistic Context of Three Songs (100 points possible)
- Social, Cultural, or Political Aspects Affecting their Music or Career (100 points possible)
- Teamwork (100 points possible)

### Course Schedule

Table 3 Course Schedule

Lecture	Activities/Assignments/Exams	Due Date
1/18	Review Syllabus and Register for Connect for Edu	
1/20	Lesson 1 - American Popular Music in the Nineteenth Century	<b>3/6 @ 11:59pm</b>
1/23	Lesson 2 - Tin Pan Alley and Ragtime	↓
1/25	Lesson 3 - Rural Blues and Urban Blues	↓
1/25	Lesson 4 - Dixieland	↓
1/27	<b>NO CLASS</b>	↓
	<b>Written Assignment 01</b>	↓
1/30	Lesson 5 - Swing and Big Bands	↓
2/1	Lesson 6 – Broadway and the Development of the American Musical	↓
2/3	Lesson 7 - Hillbilly and Country and Western Music	↓
2/6	Lesson 17 - Bluegrass	↓
2/8	Lesson 8 - Traditional Pop in the 1940s and 1950s	↓
2/10	Lesson 9 - Doo-Wop and Rhythm and Blues	↓
2/13	Lesson 10 - Early Rock and Roll	↓
2/15	Lesson 11 - Rockabilly	↓
2/17	Lesson 12 - Teen-Styled Rock Music in the Early 1960s	↓
2/20	Lesson 13 - The Record Producer and the Rise of Surf Rock	↓
2/22	Lesson 14 - Soul	↓
2/24	<b>NO CLASS</b>	↓
	<b>Written Assignment 02</b>	↓
2/27	Lesson 15 - The British Invasion	↓
3/1	Lesson 16 - American Reactions to the British Invasion	↓
3/3	Lesson 18 - Folk and Folk Rock	↓
3/6	Lesson 19 - Psychedelic Rock	↓
3/7	Lesson 20 – <b>Midterm Exam</b>	<b>3/20 @ 11:59pm</b>
	Start Project	
3/20	Lesson 21 - Country Rock and Southern Rock	<b>5/5 @ 11:59</b>
3/22	Lesson 24 - Country Music Goes Mainstream	↓
3/24	Lesson 22 - From Soul to Funk	↓
3/27	Lesson 23 – Funk	↓
3/29	Lesson 26 - Disco	↓
3/31	Lesson 25 - Hard Rock and Heavy Metal	↓
4/3	Lesson 30 - Heavy Metal in the 1980s	↓
4/5	Lesson 27 - Punk Rock and New Wave	↓
	<b>Written Assignment-03</b>	↓
4/10	Lesson 29 - MTV	↓

4/12	Lesson 31 - Hip-Hop's Roots and Origins	↓
4/14	Lesson 32 - Hip-Hop Comes of Age	↓
4/17	Lesson 35 - Hip-Hop in the 1990s	↓
4/19	Lesson 33 - The Rise of Alternative Rock	↓
4/21	Lesson 34 - Alternative and Metal in the 1990s	↓
4/24	Lesson 36 – Hybrids and Genres Without Definition	↓
4/26	Lesson 37 - Country Music in the 1980s and 1990s	↓
4/28	Lesson 38 - Popular Music and Controversy After 9/11	↓
5/1	Lesson 39 – Music Creation and Distribution in the 21 <sup>st</sup> century	↓
	Written Assignment-04	↓
5/3-5/5	Research Project Presentations	↓
5/6	<b>FINAL</b>	<b>5/12 @ 11:59pm</b>

### Schedule of Assignments

Please refer to the home page or the calendar on the course website for a full schedule of reading assignments, listening assignments, quizzes, written assignments, exams, and projects.

Late work will not be accepted without documentation stating an excuse to miss the work. (i.e doctors note, university activities, etc.)

### Student Handbook

Refer to: [Student Handbook-2019-2020](#)

### 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 an F. In addition, and depending on the nature of the behavior or conduct, the student(s) may be subject to further disciplinary actions as per MSU policies.

### Academic Dishonesty Statement

Plagiarism is (1) the use of source material of other persons (either published or unpublished, including the Internet) without following the accepted techniques of giving credit or (2) the submission for credit of work not of the individuals to whom credit is given. If a student in the class is caught plagiarizing, appropriate disciplinary action will be taken. The Student Creed developed and

adopted by the MSU Student Government reinforces the discouragement of plagiarism and other unethical behaviors. The first statement of the Creed reads, "As an MSU student, I pledge not to lie, cheat, steal, or help anyone else to do so." Plagiarism is lying, cheating, and stealing.

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 dishonesty act will be sanctioned appropriately.

### **Student Privacy Statement**

EXAMPLE: Federal law prohibits the instructor from releasing information about students to parties outside the university without the signed consent of the student.

Thus, in almost all cases the instructor will not discuss a student's academic progress or other matters with his/her parents without the proper release from students.

### **Campus Carry Statement**

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at [Campus Carry Rules/Policies](#).



# 10 Things College Professors Want You To Know, Including How To Impress Them (And How To Annoy Them) [by Raylyn Paquin BuzzFeed Contributor](#)

## 1. It sounds obvious — but know how to write a good email. I cannot stress this enough.

**1. Address your professor correctly.** If they have a doctorate, it's Dr. and their last name, unless they have indicated another preference. If the professor has a different degree, it's Professor, unless they've said otherwise. Also, do your research. In online classes, I include pictures and plenty of information about myself, and being called "Sir" is both confusing and annoying.

**2. Prove you've done some work with the problem.** Don't know what the reading assignment is? Check the syllabus. Don't know the format? Review the notes. Still nothing? Let the professor know how you tried to solve the problem.

### 3. Proofread.

Need help? Use this:

*Hi Professor X,*

*I am (Your Name) from your (day, time, and title of class). I am having trouble finding the due date for (assignment). I have checked the syllabus, checked my notes from class, and (if possible) checked with a classmate and am still unsure. If you could confirm the due date, I would appreciate it. Have a great evening.*

*(Whichever greeting you prefer),*

*Your Name*

## 2. And on that note, get yourself a professional-sounding email address.

When I started as a college student way too long ago, we didn't use email that much to communicate, so I had the most dated email address ever from when I first got an account in sixth grade. My journalism professor graded an assignment where we had to include an email and just wrote, "Fix this." Message received!

But it's actually true — especially if your email address is inappropriate. Do what you want on your free time, but if your email is inappropriate, either **use the one provided by the school or get yourself something professional that includes both your first and last name**. True story: When I was a teaching assistant years ago, a student had a sexually inappropriate email address he was quite proud of. Did it make him stick out? Sure. But it also made me ask for someone else to be in the room every time he was around.

## 3. Expect a reasonable turnaround time.

I have gotten four panicked emails back-to-back each with one sentence at 11:30 p.m. on a Saturday and then a snippy email Sunday morning about not responding. Remember that this is your professor's job — and they deserve a life outside of your emergency. Personally, I check my emails on the weekends, but it's

unreasonable to ask everyone to do that. **There is rarely a problem so big that it can't wait until Monday.**

#### **4. Do not ask for their phone number.**

#### **5. Don't call them when you're drunk.**

#### **6. Check. Your. Syllabus.**

If I can stress ANYTHING, check your syllabus. For the love of all that is good in this world: **check your syllabus**. Many professors will give you a play-by-play of the semester. Don't know the reading? Dust off that old syllabus. Not sure what you missed while you were hung over? Check the syllabus. Do I HAVE to turn it in? Check the syllabus. Can I turn something in late? You guessed it! Check the syllabus.

#### **7. Remember that we are paid to answer your questions, so speak up when you need help.**

The biggest fear I hear from students is feeling like an imposition to their professors. I think this comes from how often in high school college professors are made out to be unfeeling, heartless, unrelenting grumps. Are those people out there? Absolutely. Are they the vast majority? Not even close. I can say with honesty that every person in my department is a dedicated and enthusiastic educator that is committed to the success of their students.

PLEASE ask questions. We want you to succeed, but we're also not going to run after you. **Talk to us! Send the (good) email. (See #1!) Stay after class.** And remember: It is literally our JOB to answer your questions, even over email. It's in our job description. You're not a bother. If you have a professor that makes you feel that way, ask anyway.

#### **8. Talk to us – especially if you know there is going to be a problem ahead of time.**

College is complicated. Many of my students have full-time jobs, kids, commitments, etc. College professors often understand this — especially at a Community College level. **If you know something is going on that is going to prevent your work from getting in on time, talk to us sooner rather than later.**

Many professors are willing to work on deadlines, but if you're coming to us two weeks after the assignment is due the answer is often "no." I'm also less likely to offer grace for things like ill-timed cruises and parties, so use this type of communication wisely and sparingly.

#### **9. And if you're comfortable, talk to us about other things as well.**

I can't speak for everyone, but I love getting to know my students! We're actual, real-life people. Want to stand out and impress your professor? Don't be a quiet student that slips in and out unnoticed. Even if you're an introvert or have anxiety that prevents you from participating as much as you'd like, **take some time to come say hi to professors you're comfortable with.**

I also have had students with anxiety approach me by email or in person and tell me they have trouble participating in group discussions, and I always appreciate the heads-up and accommodate as best as I can.

## **10. Forget who you were in high school.**

If you take nothing else from this list, please remember this one. **College is the best fresh start the world will give you.** You are entering a world where there is no Prom Queen, there is no “outcasts area,” and you can fairly easily avoid the people who made high school terrible — even in a small town. The pressure that comes with being popular can go, the isolation of being different matters less.

Often, I see students come in with a lot of baggage from the social torture or expectation of high school, **but college is your chance to figure out who you are away from the people you spent the last 4 to 13 years with.** By not allowing that pressure to fuel you, you’re going to be able to stick out and find the confidence to be you – and we love to see that! I get to see my students develop confidence in themselves and their abilities when they’re really trying, and I will always be rooting for them.