

History of Rock MUSI 1313

Term: Fall 2025 *Second 7 Week session*

Professor: Anne Maker

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Office Hours: Thursdays 10:30-11:30 and by appointment via Teams

Course Dates: Oct. 13, 2025 – Dec. 6, 2025

Course Times: online, asynchronous

Course Overview

This is a survey course covering the elements of Rock music and listening and responding to music in its cultural context. Significant contributors to the development of Rock are presented and landmark recordings are heard and discussed.

Student Learning Outcomes

In successfully completing this course, the student will be able to:

1. Communication: Present an evaluation of how music has and continues to shape popular culture.
2. Critical Thinking: Distinguish the proper historical, social, and philosophical context of the music in a concert paper considering pre-approved artists/concerts.
3. Social Responsibility: Illustrate evidence of how Rock music has influenced social change.
4. Teamwork: Collaborate on a team project evaluating how Rock music has influenced social change.
5. Apply normative terminology to describe Rock music.
6. Identify connections with other genres of music.

Required Textbooks and Readings

What's That Sound? An Introduction to Rock and Its History, Kovach/Flory, 6th Edition Recommended version: Ebook with audio access— 978-0-393-87666-6 <https://wwnorton.com/books/whats-that-sound/#>

OR

What's That Sound? An Introduction to Rock and Its History, Kovach/Flory, 6th Edition Paperback - ISBN: 9780393872453

Supplementary readings and audio/video recordings will be provided on Canvas.

Course Structure

This course is completed online through Canvas. The materials are structured into weekly modules. Each week's topics, resources, and assignments should be completed over the course of the week. All assignments are due on Sunday at 11:59pm.

There will be assigned readings and online quizzes due each week and some weeks will also have a discussion post.

Each week, I recommend completing the various tasks in this order:

1. Read the required chapters and review any additional resources (readings, videos, audio recordings)
2. Complete the assigned InQuizitives
3. Complete the discussion post (if applicable)

Tips for Success in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** I get it—students usually juggle a lot, and I know you've got commitments beyond this class. Still, doing your best often means carving out enough dedicated time for coursework. Try scheduling specific blocks of time and ensure you have enough room to finish assignments, allowing extra space for any tech issues that might pop up.
3. **Login regularly.** I recommend that you log in to Canvas several times a week to view announcements, discussion posts and replies to your posts.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous class content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. ([Canvas Notification Guide](#))
6. **Ask for help if needed.** If you are struggling with a course concept, reach out to me and your classmates for support.

Graded Course Requirements Information

Quizzes – 10 InQuizitive assignments over the course of the term. There is one or two assigned each week related to the week's topic and reading. The quizzes are accessed through Canvas and completed on the Norton website.

Discussion Boards – 2 discussion assignments. Students are required to answer the main prompt in a new post, then reply to another student's reply answering the secondary question. The topics are designed to support the student learning outcomes.

Concert Paper – Review a concert in a written paper. Through this paper, students will:

- Distinguishing the proper historical, social, and philosophical context of the music
- Evaluating pre-approved concerts and writing an essay about each concert
- Applying normative terminology to describe the music
- Identifying connections with other genres of music

As a part of your proposal assignment students will find a past concert that has been recorded and posted in its entirety OR find an upcoming live concert. Students will include a link to the recording or a flyer/program for the live concert to be approved. The live concert must occur before the paper is due. The rubric for the proposal will be posted in the Canvas Assignment. Papers should be 400-500 words. The criteria and rubric for the paper will also be posted on Canvas.

Group Presentation – A group project evaluating how Rock Music has influenced social change. Students will:

- Distinguishing the proper historical, social, and philosophical context of the music
- Illustrating evidence of how Rock music has influenced social change
- Collaborating on a team project evaluating how Rock music has influenced social change
- Applying normative terminology to describe the music

Students will be assigned to groups and create a presentation evaluating how Rock music has influenced social change. As a part of the proposal, the group will select a musical artist and a specific song or album of the chosen artist to be approved by the instructor. Team members will collaborate remotely to deliver a video presentation which will include audio and/or video musical examples. Groups will provide specific evidence of how the music influenced social change. Each group will turn in a virtual presentation using a platform of their choice (e.g. Google Slides, Keynote, PowerPoint). The video can be recorded using Zoom with a shared screen to show the presentation slides and audio/video musical examples. The final recording must be under 10 min.

A rubric for the presentation will be posted on Canvas.

Grading Structure

Assignment	Percentage %
Quizzes	50%
Discussion Posts	10%
Concert Paper	25%
Group Project Presentation	15%
Total	100%

Grading Scale

- A - (90% or higher)
- B - (80 - 89%)
- C - (70 - 79%)
- D - (60 - 69%)
- F - (Below 60%)

Late Work and Make-Up Exams:

Quizzes are accepted up to a week late (closing date of the assignment) with a late work penalty. The penalty is a 10% each day past the due date until you reach 50%.

The Paper and Group Projects are accepted until the end of the course, **Saturday 12/6/2025 at 11:59pm**. The Concert paper and Group Project will have the same late penalty - 10% deduction per day the assignment is late until you reach 50% (5 days late).

No work can be accepted after Saturday December 6th, 2025 at 11:59pm.

If you have a technical issue or need an extension due to an extenuating circumstance, please email me as soon as possible. The date/time of your email serves as proof of when you attempted to complete the assignment. I, Dr. Maker, will determine the eligibility of extensions on a case-by-case basis.

AI Policy:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

AI is not permitted in this course at all.

I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

University Policies & Student Resources:

University policies and student resources are available on the University website and in Canvas under "Syllabus". (You may copy or print the following information to include in your syllabus or use the links provided below.)

- [University Policy](#)
- [Student Resources](#)

Calendar of Topics, Readings, and Due Dates

Week	Dates	Topic	Assignments
Week 1	10/13-19	Introduction, Chapters 1, 2	Ch. 1 + 2 Quizzes Syllabus assignment
Week 2	10/20-26	Chapters 3, 4, 5	Ch. 4 quiz // Discussion board post
Week 3	10/27-11/2	Chapters 6, 7	Ch. 6+7 quizzes // Concert Paper Plan
Week 4	11/3-9	Chapters 8, 9	Ch. 8 quiz // discussion board post
Week 5	11/10-16 *last day to withdraw 11/12	Chapters 10, 11, 12	Ch. 10+11 or 12 quiz // Group Project Proposal
Week 6	11/17-23	Chapters 13, 14	Ch. 14 quiz // Concert Papers
Thanksgiving Holiday	11/24-30		
Week 7	12/1-6	Chapters 15, 16	Group Projects // Ch. 16 quiz

There is no final exam in this course.

Note: This is a tentative schedule, and subject to change as necessary – monitor the course page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.