

## Sch Interdisciplinary Studies

### The Social Impact of Rock & Roll

2018-19 Academic Year

Program	Year	Semester
IS-General Education elective to be delivered across all programs	N/A	N/A

<b>Course Code:</b> GNED 1205	<b>Course Equiv. Code(s):</b> N/A
<b>Course Hours:</b> 42	<b>Course GPA Weighting:</b> 3
<b>Prerequisite:</b> N/A	
<b>Corequisite:</b> N/A	
<b>Laptop Course:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Delivery Mode(s):</b> In class <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid <input type="checkbox"/> Correspondence <input type="checkbox"/>	
<b>Authorized by (Dean or Director):</b> Stephanie Ball	<b>Date:</b> July 2018

Prepared by		
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## Course Description:

The Social Impact of Rock & Roll examines the effect that rock and roll music had on the twentieth century, as well as how it continues to define our society today. Exploring the early, humble roots of this music, we will trace how it became the single most influential element of Western Culture. Although Rock and Roll is alive and well and continues to evolve with each generation, the time period this course concentrates on is from the days of Tin Pan Alley through to the end of the explosive 1960s."

## Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: [PLAR@durhamcollege.ca](mailto:PLAR@durhamcollege.ca) for details.

### PLAR Eligibility

Yes  No

### PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

## Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

### Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Explain the music styles and cultures that combined to create the Rock & Roll era.
- CLO2 Discuss the degree to which rock & roll contributed to modern culture.
- CLO3 Describe the extent of the African American influence on rock & roll.
- CLO4 Analyze songs to determine the artist's point of view and the song's sociological relevance.
- CLO5 Identify Canada's contributions to the development of rock & roll.

### Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

## Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Assignment 1: Contributors to Rock & Roll (individual-out-of-class)	CLO1	EES2	15
Mid-term Test	CLO1, CLO2, CLO3, CLO5	EES2, EES10	25
Assignment 2: Group Presentation including song analysis	CLO4	EES2, EES5, EES8, EES9, EES10	20
Final Test	CLO1, CLO2, CLO3, CLO4, CLO5	EES2, EES10	25
Participation - Weekly Review Assignments	CLO1, CLO2, CLO3, CLO4, CLO5	EES2, EES8, EES9	15
<b>Total</b>			<b>100%</b>

### Notes:

1. Assignments - late assignments will be penalized at 10% per calendar day, and will not be accepted after seven calendar days, reflecting the fact that lateness is not tolerated in the workplace. Missed assignments receive a mark of "0". There will be no make-up assignments and assignments may not be redone to improve the grade.
2. The participation mark (15%) is based upon activities and assignments which are completed during class-time. In-class assignments will only be given once and cannot be made up or supplemented. Any missed in-class activities will be assigned a mark of "0".
3. Group Assignments - when graded group work is assigned, students are expected to create or join groups. Failure to join a group for a group assignment will result in a mark of "0" for this assignment. Failure to meet group obligations (absence for group presentations, failure to contribute to group written work) may result in either a reduced grade or a mark of "0" for this assignment at the discretion of the professor.
4. Tests - the format of tests will be discussed in the week prior to scheduled dates. Dates will be announced in class and posted on DC Connect. To reflect established practice in the workplace and demonstrate responsibility, students are required to contact the section professor 24 hours prior to the test if unable to be in attendance. A failure to comply will result in a mark of "0" for that test. If a student gives appropriate notice and reasonable justification for a missed test, there may be some opportunity to either write the missed test or to apply the weighting of the missed test to another evaluation factor, as decided by the professor.
5. Plagiarism is a serious offence and applies to all written and presentation assignments. Refer to your Student Handbook under "Academic Integrity" for the consequences of plagiarism. Plagiarism detection software may be used by the professor.
6. Marks Discussion - students have 15 days from the time an assignment/test is returned to the class to discuss the mark with the professor. Assignments not picked up 15 days after they have been returned in class will be discarded. Students are advised to check their electronic grade book regularly to ensure that assignment marks have been posted correctly.
7. Interim Mid-Term Mark - an interim mark will be determined for all first year students to identify their academic progress. This mark will be based on the results of all assignments and tests up to and including Week 7.

## Required Text(s) and Supplies:

## Recommended Resources (purchase is optional):

N/A

# Policies and Expectations for the Learning Environment:

## General Policies and Expectations:

General College policies related to	General policies related to
<ul style="list-style-type: none"> <li>+ Acceptable Use of Information Technology</li> <li>+ Academic Policies</li> <li>+ Academic Honesty</li> <li>+ Student Code of Conduct</li> <li>+ Students' Rights and Responsibilities can be found on-line at <a href="http://www.durhamcollege.ca/academicpolicies">http://www.durhamcollege.ca/academicpolicies</a></li> </ul>	<ul style="list-style-type: none"> <li>+ attendance</li> <li>+ absence related to tests or assignment due dates</li> <li>+ excused absences</li> <li>+ writing tests and assignments</li> <li>+ classroom management can be found in the Program Guide (full time programs only) in MyCampus <a href="http://www.durhamcollege.ca/mycampus/">http://www.durhamcollege.ca/mycampus/</a></li> </ul>

## Course Specific Policies and Expectations:

To be consistent with workplace practices, students are expected to contact their professor(s) by phone or email prior to the scheduled class time if they are unable to attend class. It is the student's responsibility report any extenuating circumstances to their professor(s) for consideration within 24 hours of an assignment or presentation. Documentation is required the first day back to class after an absence. Assignments must be submitted during regularly scheduled time to the appropriate professor, unless an alternate delivery method has been agreed upon.

Appropriate behaviour is expected in the classroom. Everyone will be treated with courtesy and respect.

Furthermore, students are expected to attend class prepared to participate and work.

Handouts will be provided during class or via DC Connect. If you are absent from class, it is your responsibility to obtain the handout(s).

Extra help is available. Contact your professor in class, by phone, or email to schedule an appointment. In addition, peer tutoring is available free of charge.

Some tips to help with this subject are:

Attend classes

Use the marking schemes to your advantage

Come prepared for class

Practice presentations before class

Avoid the tendency to procrastinate

## General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <http://durhamcollege.ca/gradeappeal>.
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

# Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Wk.	Hours:	3	Delivery:	In Class
1	<b>Course Learning Outcomes</b>			
	CLO2			
	<b>Essential Employability Skills</b>			
	<b>Intended Learning Objectives</b>			
	Welcome and Introduction: - course outline - evaluation - expectations Introductions Discussion about General Education and its purpose for the student			
	<b>Intended Learning Activities</b>			
Lecture/PPT/Discussion				
<b>Resources and References</b>				
Course Outline DC Connect and In-class materials General Education website ( <a href="http://www.durhamcollege.ca/academic-schools/school-of-interdisciplinary-studies-employment-services/general-education">http://www.durhamcollege.ca/academic-schools/school-of-interdisciplinary-studies-employment-services/general-education</a> )				
<b>Evaluation</b>		<b>Weighting</b>		
Participation (ongoing)		15%		

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
2	<b>Course Learning Outcomes</b> CLO1, CLO3, CLO5			
	<b>Essential Employability Skills</b>			
	<b>Intended Learning Objectives</b> The Beginning of North American Music - Race Music - Hillbilly Music - Tin Pan Alley - Early Canadian contributions			
	<b>Intended Learning Activities</b> Lecture/PPT/Discussion In Class Exercise			
	<b>Resources and References</b> DC Connect and in-class materials			
	<b>Evaluation</b> Participation (ongoing)			
<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
3	<b>Course Learning Outcomes</b> CLO1, CLO3, CLO5			
	<b>Essential Employability Skills</b>			
	<b>Intended Learning Objectives</b> Rock & Roll Hall of Fame "Early Influences" - radio's interest in Race Music and Hillbilly Music - Country Music's relationship to Cowboy - Grand Ole Opry			
	<b>Intended Learning Activities</b> Lecture/PPT/Discussion In Class Exercise  Assignment 1: Contributors to Rock and Roll Due Week 5			
	<b>Resources and References</b> DC Connect and in-class materials			
	<b>Evaluation</b> Participation (ongoing)			



<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
4	<b>Course Learning Outcomes</b> CLO1, CLO3, CLO5			
	<b>Essential Employability Skills</b>			
	<b>Intended Learning Objectives</b> The Depression and its relevance to music - financial conflicts in the developing music industry - ASCAP and BMI			
	<b>Intended Learning Activities</b> Lecture/PPT/Discussion In Class Exercise			
	<b>Resources and References</b> DC Connect and in-class materials			
	<b>Evaluation</b> Participation (ongoing)			
<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
5	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO5			
	<b>Essential Employability Skills</b>			
	<b>Intended Learning Objectives</b> Singers move to the forefront - the development of R&B - the first rock & roll songs - significant cities in the development of rock & roll			
	<b>Intended Learning Activities</b> Lecture/PPT/Discussion In Class Exercise			
	<b>Resources and References</b> DC Connect and in-class materials			
	<b>Evaluation</b> Assignment 1: Contributors to Rock & Roll Participation (ongoing)			<b>Weighting</b> 15%

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
6	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO5			
	<b>Essential Employability Skills</b>			
	<b>Intended Learning Objectives</b> The explosion of Rock & Roll - first rock stars - making Rock & Roll white - Payola Scandal  Review			
	<b>Intended Learning Activities</b>  Lecture/PPT/Discussion In Class Exercise Test review			
	<b>Resources and References</b>  DC Connect and in-class materials			
	<b>Evaluation</b> Participation (ongoing)			
<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
7	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO5			
	<b>Essential Employability Skills</b>			
	<b>Intended Learning Objectives</b>  MID-TERM TEST - Weeks 1 - 6			
	<b>Intended Learning Activities</b>  Mid-term test			
	<b>Resources and References</b>  N/A			
	<b>Evaluation</b> Mid-term test			<b>Weighting</b> 25%

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
8	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO5			
	<b>Essential Employability Skills</b>			
	<b>Intended Learning Objectives</b> Reaction to Rock & Roll - Surf Music - Brill Building - Motown			
	<b>Intended Learning Activities</b> Lecture/PPT/Discussion In Class Exercise			
	<b>Resources and References</b> DC Connect & in-class materials			
	<b>Evaluation</b> Assignment 2: Group Presentation assigned. Due Week 12 Participation (ongoing)			
<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
9	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO5			
	<b>Essential Employability Skills</b>			
	<b>Intended Learning Objectives</b> New sounds and social unrest - British Invasion - Folk Music - Civil rights movement			
	<b>Intended Learning Activities</b> Lecture/PPT/Discussion Group Activity In Class Exercise			
	<b>Resources and References</b> DC Connect and in-class materials			
	<b>Evaluation</b> Participation (ongoing)			

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
10	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO5			
	<b>Essential Employability Skills</b>			
	<b>Intended Learning Objectives</b> American and Canadian Music Industry - development of the American and Canadian music industry - CANCON and Canadian artists  Love & War - Hippy Movement - Viet Nam War			
	<b>Intended Learning Activities</b>  Lecture/PPT/Discussion Group Activity In Class Exercise			
	<b>Resources and References</b>  DC Connect and in-class materials			
	<b>Evaluation</b> Participation (ongoing)			
<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
11	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO5			
	<b>Essential Employability Skills</b>			
	<b>Intended Learning Objectives</b>  Festivals and Revolution - the major festivals of the 1960's - a decade of revolution			
	<b>Intended Learning Activities</b>  Lecture/PPT/Discussion Group Activity In Class Exercise			
	<b>Resources and References</b>  DC Connect and in-class materials			
	<b>Evaluation</b> Participation (ongoing)			

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
12	<b>Course Learning Outcomes</b> CLO4	
	<b>Essential Employability Skills</b>	
	<b>Intended Learning Objectives</b> Group Presentations	
	<b>Intended Learning Activities</b> Lecture/PPT/Discussion Groups present their research	
	<b>Resources and References</b> N/A	
	<b>Evaluation</b> Assignment 2: Group Presentation	<b>Weighting</b> 20%
<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
13	<b>Course Learning Outcomes</b> CLO4	
	<b>Essential Employability Skills</b>	
	<b>Intended Learning Objectives</b> Group Presentations Continue Final Test Review	
	<b>Intended Learning Activities</b> Groups present their research Final test review	
	<b>Resources and References</b> N/A	
	<b>Evaluation</b>	

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
14	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Intended Learning Objectives</b> FINAL TEST	
	<b>Intended Learning Activities</b> Final Test	
	<b>Resources and References</b> N/A	
	<b>Evaluation</b> Final Test	<b>Weighting</b> 25%