



MUSC12394 *History of Rock and Roll 1*

Term 1 - 2018

Profile information current as at 14/12/2025 04:09 pm

All details in this unit profile for MUSC12394 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will study the history and cultural development of contemporary popular music from 1950 to the end of the 1960s. Your studies will focus on prominent composers, musicians, producers, bands and their repertoire; important forms and instruments; aural characteristics of the music, as well as the technological, sociological and political events that influenced musical trends during this period.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2018

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 30%

2. **Written Assessment**

Weighting: 30%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Self reflection

Feedback

Assessment Tasks

Recommendation

Assessment task are to be closely aligned with learning outcomes of this unit.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Describe the important musical, structural and aural characteristics of contemporary popular music from 1950 until the end of the 1960s
2. Describe the contribution of significant composers, musicians, producers and bands to the development of contemporary popular music from 1950 until the end of the 1960s
3. Contextualise the principal stylistic trends of contemporary popular music within the important social and political movements from 1950 to the end of the 1960s

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 30%	•	•	•
2 - Written Assessment - 30%	•	•	•
3 - Written Assessment - 40%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving			
3 - Critical Thinking	•	•	•

Graduate Attributes	Learning Outcomes		
	1	2	3
4 - Information Literacy	•	•	•
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence			
8 - Ethical practice			
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 30%	•		•	•						
2 - Written Assessment - 30%	•		•	•						
3 - Written Assessment - 40%	•		•	•						

Textbooks and Resources

Textbooks

MUSC12394

Prescribed

What's that sound? : an introduction to rock and its history

Edition: 4th (2015)

Authors: Covach

W. W. Norton

New York , NY , United States

ISBN: 9780393937251

Binding: Paperback

Additional Textbook Information

The 2nd, 3rd or 4th edition of this textbook will be fine. For all the readings, you'll be given the pages and chapters for your specific edition.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

David Reaston Unit Coordinator

d.reaston@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Unit introduction	Covach, John, & Flory, Andrew. (2015). <i>What's that sound? : An introduction to rock and its history (Fourth ed.)</i> . New York: WW Norton & Company Incorporated.) pp. 1-32 (3rd edition: pp1-33)	

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
The Origins of Rock and Roll	Covach, John, & Flory, Andrew. (2015). <i>What's that sound? : An introduction to rock and its history (Fourth ed.)</i> . New York: WW Norton & Company Incorporated.) pp. 33-74 (3rd edition: pp34-73)	

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
The Golden Age of Rock and Roll	Covach, John, & Flory, Andrew. (2015). <i>What's that sound? : An introduction to rock and its history (Fourth ed.)</i> . New York: WW Norton & Company Incorporated.) pp. 75-95 (3rd edition: pp75-96)	

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Rockabilly	Covach, John, & Flory, Andrew. (2015). <i>What's that sound? : An introduction to rock and its history (Fourth ed.)</i> . New York: WW Norton & Company Incorporated.) pp. 95-109 (3rd edition: pp.96-111)	Analysis Assignment 1 Due: Week 4 Monday (26 Mar 2018) 11:45 pm AEST

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
The Brill Building	Covach, John, & Flory, Andrew. (2015). <i>What's that sound? : An introduction to rock and its history (Fourth ed.)</i> . New York: WW Norton & Company Incorporated.) pp. 113-133 (3rd edition: pp112-134)	

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 16 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Early 60s Rock	Covach, John, & Flory, Andrew. (2015). <i>What's that sound? : An introduction to rock and its history (Fourth ed.)</i> . New York: WW Norton & Company Incorporated.) pp. 134-150 (3rd edition: pp135-153)	
Week 7 - 23 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
The British Invasion	Covach, John, & Flory, Andrew. (2015). <i>What's that sound? : An introduction to rock and its history (Fourth ed.)</i> . New York: WW Norton & Company Incorporated.) pp. 151-188 (3rd edition: pp154-192)	Analysis Assignment 2 Due: Week 7 Monday (23 Apr 2018) 11:45 pm AEST
Week 8 - 30 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
60s Folk and Pop	Covach, John, & Flory, Andrew. (2015). <i>What's that sound? : An introduction to rock and its history (Fourth ed.)</i> . New York: WW Norton & Company Incorporated.) pp. 190-206 (3rd edition: pp192-209)	
Week 9 - 07 May 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Garage Rock	Covach, John, & Flory, Andrew. (2015). <i>What's that sound? : An introduction to rock and its history (Fourth ed.)</i> . New York: WW Norton & Company Incorporated.) pp. 207-215 (3rd edition: pp215-221)	
Week 10 - 14 May 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Motown	Covach, John, & Flory, Andrew. (2015). <i>What's that sound? : An introduction to rock and its history (Fourth ed.)</i> . New York: WW Norton & Company Incorporated.) pp. 217-232 (3rd edition: pp215-221)	
Week 11 - 21 May 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Southern Soul/Stax and Atlantic	Covach, John, & Flory, Andrew. (2015). <i>What's that sound? : An introduction to rock and its history (Fourth ed.)</i> . New York: WW Norton & Company Incorporated.) pp. 233-247 (3rd edition: pp235-253)	
Week 12 - 28 May 2018		
Module/Topic	Chapter	Events and Submissions/Topic

Psychedelic Music

Covach, John, & Flory, Andrew. (2015). *What's that sound? : An introduction to rock and its history (Fourth ed.)*. New York: WW Norton & Company Incorporated.) pp. 249-288 (3rd edition: pp254-295)

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Research Assessment Due: Review/Exam Week Monday (4 June 2018) 11:45 pm AEST

Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Assessment Tasks

1 Analysis Assignment 1

Assessment Type

Written Assessment

Task Description

Length: 900 words + 4 Listening Guides

Task

Choose **one** song that was first recorded in the 1950s and has been re-recorded by more than one artist over at least two decades other than the 1950s. This song can not be one covered in unit material or in the text book (Covach, John, & Flory, Andrew. (2015). *What's that sound? : An introduction to rock and its history* (Fourth ed.). New York: WW Norton & Company Incorporated.).

Once you have found the recording of the song in its earliest form and **three** different recordings (covers) of this song by different artists to complete the tasks below:

A: Using the unit text book as a guide, create a 'Listening Guide' (see page 9 of text book) for each of the four songs (original and three covers). The listening guide should include:

- Name of artist; title of song; catalogue number and brief description.
- The form of the song
- The time-signature(s) used
- The instrumentation used
- A time structure marking each main event
- A link to song online (YouTube, SoundCloud etc)

B: Using the Listening Guides you have created, write 300 words on each cover comparing it to the original recording of the song. Make sure to:

- Compare the instrumentation in each cover to the original
- Compare the use of lead and backing vocals in each cover to the original
- Discuss any other stylistic and musical changes made to the covers from the original.

Assessment submission and presentation

Your assessment must be submitted as a Microsoft Word Document (.docx) and:

- Must use 12 point Times New Roman font
- Must use 1.5 spacing for the body of the assignment
- Include your name and student number on each page as part of a header or footer.
- May use sub-headings to organise your assignment clearly
- Must adhere to the CQUniversity APA Style Guide.

Assessment Due Date

Week 4 Monday (26 Mar 2018) 11:45 pm AEST

Return Date to Students

Week 6 Friday (20 Apr 2018)

Weighting

30%

Assessment Criteria

Listening Guides

- Appropriate description of relevant song information (6%)
- Appropriate description of form (5%)
- Appropriate description of time-signature (4%)
- Appropriate description of the instrumentation used (10%)
- Appropriate description of structure of song including key events (20%)

Comparative Analysis

- Depth of treatment of discussion on instrumentation in originals & covers (10%)
- Depth of treatment of discussion on lead and backing vocals in originals & covers (10%)
- Evidence of understanding of stylistic and musical changes from original to each cover (10%)
- Depth of treatment of discussion on achievement made by each of the different covers (10%)

Writing Skills

- Accuracy of spelling, punctuation and grammar; clarity of writing style (10%)
- Meeting delivery requirements (presentation, word count, style guide) (5%)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Describe the important musical, structural and aural characteristics of contemporary popular music from 1950 until the end of the 1960s
- Describe the contribution of significant composers, musicians, producers and bands to the development of contemporary popular music from 1950 until the end of the 1960s
- Contextualise the principal stylistic trends of contemporary popular music within the important social and political movements from 1950 to the end of the 1960s

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 Analysis Assignment 2

Assessment Type

Written Assessment

Task Description

Length: 1000 words + 4 Listening Guides

Task

Choose **two** songs that were recorded/released by the Beatles in the period of 1962 - 1964 and **two** songs that were recorded/released by the Beatles in the period of 1967 - 1969. These songs can not be ones covered in unit material or in the text book (Covach, John, & Flory, Andrew. (2015). *What's that sound? : An introduction to rock and its history* (Fourth ed.). New York: WW Norton & Company Incorporated.).

Find recordings of these **four** songs to complete the tasks below:

A: Using the unit text book as a guide, create a 'Listening Guide' (see page 9 of text book) for each song. The listening guide should include:

- Name of artist; title of song; catalogue number and brief description.
- The form of the song
- The time-signature(s) used
- The instrumentation used
- A time structure marking each main event
- A link to song online (YouTube, SoundCloud etc)

B: Using the Listening Guides you have created, write a 1000 word essay comparing the two songs from the earlier period (1962-1964) with the two songs from the later period (1967-1969). Make sure to:

- Compare the lyric content and structure
- Compare the instrumentation in each song
- Discuss any stylistic changes made between the two periods
- Discuss any other musical changes made between the two periods

Assessment submission and presentation

Your assessment must be submitted as a Microsoft Word Document (.docx) and:

- Must use 12 point Times New Roman font
- Must use 1.5 spacing for the body of the assignment
- Include your name and student number on each page as part of a header or footer.
- May use sub-headings to organise your assignment clearly
- Must adhere to the CQUniversity APA Style Guide.

Assessment Due Date

Week 7 Monday (23 Apr 2018) 11:45 pm AEST

Return Date to Students

Week 10 Monday (14 May 2018)

Weighting

30%

Assessment Criteria

Listening Guides

- Appropriate description of relevant song information (6%)
- Appropriate description of form (5%)
- Appropriate description of time-signature (4%)
- Appropriate description of the instrumentation used (10%)
- Appropriate description of structure of song including key events (20%)

Comparative Analysis

- Depth of treatment of discussion on lyric content and structure (10%)
- Depth of treatment of discussion on instrumentation in each song (8%)
- Evidence of understanding of stylistic and musical changes between the two periods (12%)
- Depth of treatment of discussion on other musical changes made between the two periods (10%)

Writing Skills

- Accuracy of spelling, punctuation and grammar; clarity of writing style (10%)
- Meeting delivery requirements (presentation, word count, style guide) (5%)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Describe the important musical, structural and aural characteristics of contemporary popular music from 1950 until the end of the 1960s
- Describe the contribution of significant composers, musicians, producers and bands to the development of contemporary popular music from 1950 until the end of the 1960s
- Contextualise the principal stylistic trends of contemporary popular music within the important social and political movements from 1950 to the end of the 1960s

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

3 Research Assessment

Assessment Type

Written Assessment

Task Description

Topic: 1960s Protest Music

Length: 2000 - 2500 words

Task

Discuss how popular music during the 1960's provided an avenue for protest about political and social issues. Make specific references to songs, writers and performers who used their music to protest about injustice. Include examples from across the decade and a discussion on how the lyrics, musical and performance style and popular appeal supported the particular cause. Support your argument with examples from primary sources: text and music where appropriate.

Assessment submission and presentation

Your assessment must be submitted as a Microsoft Word Document (.docx) and:

- Must use 12 point Times New Roman font
- Must use 1.5 spacing for the body of the assignment
- Include your name and student number on each page as part of a header or footer.
- May use sub-headings to organise your assignment clearly
- Must adhere to the CQUniversity APA Style Guide.

Assessment Due Date

Review/Exam Week Monday (4 June 2018) 11:45 pm AEST

Return Date to Students

After the completion of assessment.

Weighting

40%

Assessment Criteria

Content:

- Appropriateness of introduction (10%)
- Relevance of material (10%)
- Logical material progression (10%)
- Development of argument or theme (10%)
- Use of primary sources to support argument or theme (10%)
- Synthesis of information (5%)
- Appropriateness of conclusion (5%)

Reference list:

- Referencing system precision (10%)
- Ability to reference sources in the body of the text (10%)
- Evidence of wide reading (5%)

General points:

- Grammatical accuracy and spelling (5%)
- Presentation and organisation (10%)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Describe the important musical, structural and aural characteristics of contemporary popular music from 1950 until the end of the 1960s
- Describe the contribution of significant composers, musicians, producers and bands to the development of

- contemporary popular music from 1950 until the end of the 1960s
- Contextualise the principal stylistic trends of contemporary popular music within the important social and political movements from 1950 to the end of the 1960s

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem