



MUSC12395 *History of Rock and Roll 2*

Term 2 - 2017

Profile information current as at 29/04/2024 03:44 pm

All details in this unit profile for MUSC12395 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 1970 to the present day. 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 2 - 2017

- 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

Recommendation

Assessment items need to be reviewed so there is greater alignment with learning objectives

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 1970 until the present day
2. Describe the contribution of significant composers, musicians, producers and bands to the development of contemporary popular music from 1970 until the present day
3. Contextualise the principal stylistic trends of contemporary popular music within the important social and political movements from 1970 to the present day

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

MUSC12395

Prescribed

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

Edition: 4th edn revised (2015)

Authors: Covach, J & Flory, A

W. W. Norton

New York , NY , USA

ISBN: 9780393937251

Binding: Hardcover

[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 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
The Growing Rock Monster 1	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. 296-336	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Black Pop, Reggae and the Rise of Disco	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. 342-373	

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Mainstream Rock 1975-1980	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. 375-389	

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Punk and New Wave	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. 390-409	Analysis Assignment 1 Due: Week 4 Monday (31 July 2017) 11:45 pm AEST

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
I Want my MTV	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. 410-430	

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Pop in the 80s	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. 431-451	
Week 7 - 28 Aug 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Heavy Metal	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. 452-462	Analysis Assignment 2 Due: Week 7 Monday (28 Aug 2017) 11:45 pm AEST
Week 8 - 04 Sep 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Rap and Hip Hop	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. 463-476	
Week 9 - 11 Sep 2017		
Module/Topic	Chapter	Events and Submissions/Topic
EDM		
Week 10 - 18 Sep 2017		
Module/Topic	Chapter	Events and Submissions/Topic
The Rise of Indie	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. 477-487	
Week 11 - 25 Sep 2017		
Module/Topic	Chapter	Events and Submissions/Topic
The 1990s	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. 488-537	
Week 12 - 02 Oct 2017		
Module/Topic	Chapter	Events and Submissions/Topic
The New Millennium	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. 538-581	
Review/Exam Week - 09 Oct 2017		
Module/Topic	Chapter	Events and Submissions/Topic
		Research Assessment Due: Review/Exam Week Monday (9 Oct 2017) 11:45 pm AEST
Exam Week - 16 Oct 2017		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Analysis Assignment 1

Assessment Type

Written Assessment

Task Description

Choose **one** song that was first recorded in the 1970s or 80s and has been re-recorded by another artist in the same or different decade. This song cannot be one covered in unit material or in the textbook (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 a different recording (cover) of this song by a different artist, complete the tasks below:

A: Using the unit textbook as a guide, create a 'Listening Guide' (see page 9 of textbook) for each of the two songs (original and cover). 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 900 words comparing the cover to the original recording of the song. Make sure to:

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

Assessment Due Date

Week 4 Monday (31 July 2017) 11:45 pm AEST

Return Date to Students

Monday (21 Aug 2017)

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 (15%)

Comparative Analysis

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

Writing Skills

- Accuracy of spelling, punctuation and grammar; clarity of writing style (5%)
- 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 1970 until the present day
- Describe the contribution of significant composers, musicians, producers and bands to the development of contemporary popular music from 1970 until the present day
- Contextualise the principal stylistic trends of contemporary popular music within the important social and political movements from 1970 to the present day

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 Analysis Assignment 2

Assessment Type

Written Assessment

Task Description

Choose **one** of the following artists:

- Sting
- Elton John
- Stevie Wonder
- David Bowie
- Paul Simon
- Joni Mitchell

Choose **two** diverse and contrasting songs recorded by one of these artists since the 1970s. The songs should span the length of their recording career and show their changing style.

Do not use songs that are analysed in the textbook or the course web site for this unit.

List the two songs, their date of composition and the album they come from.

Write one short paragraph explaining the reasoning behind your choice of songs.

Find a recording of each song in the CQUni library or on YouTube by the original artist and complete the tasks below.

These songs cannot 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 two songs to complete the tasks below:

A: Using the unit textbook 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. Make sure to:

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

Assessment Due Date

Week 7 Monday (28 Aug 2017) 11:45 pm AEST

Return Date to Students

Week 9 Friday (15 Sept 2017)

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 (15%)

Comparative Analysis

- Appropriateness of introduction and conclusion (10%)
- 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 songs (12%)
- Depth of treatment of discussion on other musical changes made between the two songs (10%)

Writing Skills

- Accuracy of spelling, punctuation and grammar; clarity of writing style (5%)
- 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 1970 until the present day
- Describe the contribution of significant composers, musicians, producers and bands to the development of contemporary popular music from 1970 until the present day
- Contextualise the principal stylistic trends of contemporary popular music within the important social and political movements from 1970 to the present day

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

3 Research Assessment

Assessment Type

Written Assessment

Task Description

Choose **one** of the following topics:

1. Discuss the impact of MTV and the music video on the music industry.

Compare and contrast the music industry both before and after the advent of the music video and how it has shaped the modern music landscape. Include in your discussion specific examples of relevant artists and support your argument with examples from primary sources: text and music/music videos where appropriate.

2. Discuss the impact of file-sharing and how it continues to shape the way music is consumed in the present day.

File-sharing services like Napster had a profound influence on the way music was shared. Discuss the implications of file-sharing across the internet and how this has led to new ways of consuming music today. Include in your discussion specific artists whose activities have impacted these developments and support your argument with primary sources: text and music where appropriate.

3. Compare and contrast the development and evolution of metal music and hip hop/rap music during the 80s and early 90s.

Discuss the social environment surrounding the development and evolution of these two styles, the primary audience that each style attracted and their place within the broader stream of popular music today. Include in your discussion specific examples of relevant artists and their music and support your argument with 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 (9 Oct 2017) 11:45 pm AEST

Return Date to Students

At the end of the term

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 1970 until the present day
- Describe the contribution of significant composers, musicians, producers and bands to the development of contemporary popular music from 1970 until the present day
- Contextualise the principal stylistic trends of contemporary popular music within the important social and political movements from 1970 to the present day

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