Assessment Date: 2/22/2014

Faculty Name(s): Tim Roberts

1. Course Name and Number:

MUS 125/HIST 143 History of Rock Music since 1970

2. All Course SLOs from the Course Outline of Record:

1. Identify and analyze the differences and similarities between performance styles and compositional techniques of popular music.
2. Conceptualize a timeline tracing the prior influences and later evolution of each musical style or genre.
3. Explain how rock and roll music reflects and influences changes in sexual, racial, economic and class identities and attitudes, both in America and abroad.
4. Analyze the history of rock and roll in terms of technological advances in both music production and media distribution.

3. Specific Course SLO(s) assessed as part of this project:

1. Identify and analyze the differences and similarities between performance styles and compositional techniques of popular music.
2. Conceptualize a timeline tracing the prior influences and later evolution of each musical style or genre.
3. Explain how rock and roll music reflects and influences changes in sexual, racial, economic and class identities and attitudes, both in America and abroad.

4. Will this SLO assessment count toward GE Plan A? _X_ Yes  ____ No

If Yes, identify what area: ___Area I Natural Sciences ___Area II Social and Behavioral Sciences  _X_Area III Fine Arts/Humanities  ___Area IV Language and Rationality  ___Area V Physical Education/Wellness  ___Area VI Intercultural/International Studies

Identify GE SLO(s) assessed as part of this project (see Catalog pages 49-51):

1. Analyze and value modes of artistic expression.

This course traces the evolution of popular musical expression in relation to the societal and economic settings of the period studied. This analysis puts in historical perspective the aesthetic taste of the modern-day music consumer or performer. Assessment of SLO through Capstone research paper on a musical, social, economic, or cultural topic related to our studies during the term.

5. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.)

- Blackboard quizzes on reading assignments
- In-class exams
- Discussions
Presentations
Research Paper
Final Exam

NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

6. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above):

SLO 1. Matching questions on final exam to assess the ability to connect artists and styles. (See attachment 1.) Fill-in questions on final assessing students’ ability to recognize styles, period and relevance of audio examples.
SLO 2. Fill-in questions on final exam to assess the level of understanding of chronological evolution of musical styles of the 20th century. (See attachment 2.)
SLO 3. Research paper on historical, sociological or political subject related to rock and roll. (See attachment 3.)

7. Results and analysis of the data. (Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data, at the end of this document.)

I feel the course is lacking in achieving SLO 3, the non-music, historical facet of the course.
Re: SLO 1: According to final exam data, students often cannot relate artists to styles. Last semester I offered an extra credit opportunity of recreating entries “Styles Glossary” found on the class Blackboard and often used as a point of reference during class lectures. (See attachment 4.)
Re: SLO 3: Given the poor quality of many research papers, I fear that the course is not “historical” enough, and that connections of rock music to the culture its time are not being made strongly enough.

8. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

No

9. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

Last semester I offered an extra credit opportunity of recreating entries in the “Styles Glossary” found on the class Blackboard and often used as a point of reference during class lectures. (See attachment.) This may have helped some students’ appreciation of rock styles.
10. Results of implemented changes, if available at this time:

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

`yyyysemester-sloa-courseid.doc`
example: `2013fall-sloa-engl101c.doc`

Attachment 1: Ref SLO 1: Matching styles and artists:

```
Matching
Match the band with the musical style. Each answer should be used only once. Get the easy ones first, and then pick the best answer of the remaining choices.

1. ___ Folk  a. Prince
2. ___ Hard Rock (Heavy Metal)  b. Emerson Lake and Palmer
3. ___ Delta Blues  c. The Bee Gees
4. ___ Jump Blues  d. B.B. King
5. ___ Classic 50s Rock and Roll  e. R.E.M.
7. ___ Soul  g. James Taylor
8. ___ Merseybeat  h. Black Sabbath
9. ___ Grunge  i. The Cars
10. ___ Jangle Pop  j. Bob Dylan
11. ___ Metal  k. Parliament
12. ___ 80s Dance  l. Bob Marley
13. ___ 80s Pop  m. Peter Gabriel
14. ___ 80s Funk  n. Louis Jordan
15. ___ Punk  o. Elton John
16. ___ Rap  p. Madonna
17. ___ Soft Rock  q. Miles Davis
18. ___ Worldbeat  r. Aretha Franklin
19. ___ Reggae  s. The Eagles
t. Nirvana
21. ___ Singer/Songwriter  u. Michael Jackson
22. ___ Southern Rock  v. Metallica
23. ___ Country Rock  w. Robert Johnson
24. ___ Disco  x. The Sex Pistols
25. ___ 70s Funk  y. The Beatles
26. ___ Jazz Rock  z. Grandmaster Flash and the Furious Five
27. ___ Progressive Rock  aa. Chuck Berry
```

Attachment 2: Ref: SLO 2: Evolution of rock styles:
Attachment 3: Research paper topic suggestions:

- Women in Rock: Joplin to Gaga, Lillith Tour, Runaways movie
- Censorship: PMRC, Sullivan show, Howard Stern, pop radio
- Rebellion in Rock
- Hip-Hop and the return of Minstrelsy
- Effects of Worldbeat Music: Sharing or manipulation?
- Does society reflect music, or visa versa?
- Can rock music change the world?
- Musical instrument evolution in the 80s: Drum machines, synths, guitars
- Media technologies: marketing to the masses: Walkman to I-Pad
- Rock, politics and activism
- Race and rock
- Why is Hip Hop so universal?
- Copyright and music marketing: Who owns it?
- Unifying power of Rock
- Michael Jackson - R&B or White pop?
- Prince's proteges
- Compare two bands - Criteria: Sounds, influence, style, time period
- Auto-Tune: Tool or Demon?
- 70s, 80s, 90s music in advertising: TV, commercials, Jingles, Cartoons (Simpsons), Games
- Rock music and : Simpsons, Sesame Street, Rock Band
- Divas – Aretha, Mariah, Celine, Whitney, Christina, Madonna, Gaga, Cher, Streisand
Demise of indie labels in the 70s
History and effect of Muzak
MTV History
Songs in culture: Sporting events, politics, military songs
Rock star history: Castrati and Paganini to Gaga and Jay-Z
Music Parody: Spike Jones to PDQ Bach to Weird Al
Public Enemy and Nation of Islam
Hip Hop and the Arsenio Hall Show
Influence of Billboard magazine
Future of Radio?
Rock writing: Rolling Stone, Circus, Crawdaddy, Spin, New Music Review, NME, Kerrang, Creem, Circus
History of Rock Festivals
Grammies: Relevant or out of touch?
Awards shows

Attachment 4: Styles Glossary extra credit:

**Fall 2013 Extra Credit #1 – Style Glossary**

Availability: Item is not available.
Attached Files: [Extra Credit Styles Glossary.xlsx](attachment:Extra%20Credit%20Styles%20Glossary.xlsx) (38.531 KB)

Download the attached Excel spreadsheet, "Extra Credit Styles Glossary." This file contains 41 styles we have discussed this semester. For each style chosen, you must complete the entry, providing information on:

1. Time Period
2. Characteristics (3 examples)
3. Historical/cultural relevance
4. Representative Artist (1 example)
5. Representative Song (1 example)

You get 1 point extra credit for each complete entry.

You can send me back the completed spreadsheet as a file (as an attachment in the "mail" area of Blackboard), or print it out and hand it in at the time of our final, Monday, Dec 9 at 12:00 PM.

25 points maximum