

B. Course transferability: Upon evaluation by most of the participating colleges in the www.njtransfer.org website, this course generally transfers to most colleges as a General Education course in the Arts and Humanities, as an Arts elective, or as a Free elective.

IV. Place of Course in College Curriculum

- A. Free elective
- B. This course serves as a General Education elective in the Humanities and Appreciation of the Arts.
- C. This course can serve as an A&D elective for AAS Early Childhood Education.
- D. To see course transferability for New Jersey colleges and universities, go to the NJ Transfer website, www.njtransfer.org; for other colleges and universities, go to the individual college website.

V. Outline of Course Content

- A. Introduction: defining Rock N' Roll. The elements of music. Listening skills.
- B. History of Rock N' Roll
 - 1. The roots of rock: Post-war urbanization of America. The state of popular music in the late 1940's. Country music, folk music and the blues.
 - 2. The 1950's: The rise of the youth culture. Racial tensions. The Cold war. The emergence of Rock N' Roll. Elvis, Tom Parker and the mass marketing of Rock N' Roll. The year the music died. Dick Clark, Don Kirschner and Berry Gordy: the industrialization of Rock N' Roll.
 - 3. The 1960's: Hippie Culture, Vietnam and Civil Rights, Protest. Surf, The British Invasion, Soul, The San Francisco Scene, Back to the Blues, Music of Protest, The Birth of Heavy Metal.
 - 4. The 1970's: The Baby Boom generation grows up. Rock N' Roll style begins to diversify: Art Rock, Jazz-Rock Fusion, Glam, Heavy Metal, Techno, Punk, Funk, Disco, Reggae, et. al. The rise of electronic synthesis.
 - 5. The 1980's and 1990's: Effects of cable TV, Compact Discs and digital synthesis. The rise of MTV and the fall of music radio. Nostalgia and Traditional Rock. The new generation and hard-core: Punk, Metal, Thrash, Industrial, Gothic and Grunge. Digital synthesis and "second-order" music: rap, hip-hop, house, techno, ambient, etc. Changes in the music industry, implications for the future.
- C. Student presentations: individual presentations on specific artists or groups.
- D. Topics in Rock N' Roll appreciation.
 - 1. Vocalists, lyrics, lyric-writing and text setting.
 - 2. The evolution of rock composition and orchestration: the rise of the producer.
 - 3. Cover songs, The age of irony.
 - 4. "We are the world:" Rock N' Roll and world music.

VI. General Education and Course Learning Outcomes

A: General Education Outcomes

Students will:

1. demonstrate orally and in writing a comprehensive knowledge and critical aesthetic appreciation, with an historical perspective, of Rock N' Roll music and its cultural influences and significance. (GE-NJ 1, 6, 7, *)
2. Use general and/or discipline-specific information sources to better identify, determine and apply research or information need. (GE-NJ IL)

B: Course Learning Outcomes

The student will be able to:

1. identify and describe different stylistic characteristic of periods of popular music styles in the Rock music genre.
2. identify the works of significant performers representative of evolving historical styles and periods.
3. place the stylistic history of Rock N' Roll in the greater context of post World War II history and culture.
4. define all applicable and relevant terminology.

(* embedded critical thinking)

C: Assessment Instruments:

1. written examinations
2. student presentations and demonstrations
3. written essays

VII. Grade Determinants

- A. Written examinations and researched projects (required)
- B. In-class presentations: a researched topic on a particular artist or group, focusing on the artists' history, style and context in Rock N' Roll and in cultural history
- C. Attendance, classroom participation

Formats, modes, and methods for teaching and learning:

- A. lecture/discussion
- B. student researched essay projects and oral presentations
- C. extensive use of musical examples – CD, DVD, video, film clips

VIII. Texts and Materials

Text: (such as) John Kovach and Andrew Flory: What's That Sound? (latest edition, W.W. Norton)

(Please note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC bookstore is the sole resource for the most up-to-date information about textbooks.)

XI. Resources

- A. Soundproof classroom with stereo and media systems
- B. Library of recorded performances, videos