The History of Jazz - MUSI 1306 005 Fall 2023
Instructor: Herbert Midgley
Phone: 468-1197 or leave a message at 468-4602
Office: Room 104 McKinney Building next to the SFA Theater on North St.
Email: hmidgley@sfasu.edu

Desire2Learn (D2L) : https://d2l.sfasu.edu/

Office Hours: M 3 pm T/TH 12:15 and 3:15 or Email for a face-to-face or Zoom meeting for another time that works with your schedule: hmidgley@sfasu.edu

Class Time and Place: Tom & Peggy Wright Music 152 T/TH 11 am - 12:15

Department: Music
Text: No textbook Required- You can use the internet as a resource. Google, Wikipedia, and YouTube are great resources for the class.
Course Description: For non-music majors or minors only, focusing on listening to music literature of the Western and American musical heritage. Fall, Spring, Summer.
Class Goals: This class aims to help you appreciate music by studying the Jazz phenomenon from its earliest roots to the present. This goal will be achieved through listening to historic Jazz compositions and study of various Jazz artists from the last 100 years.

Class Attendance: I expect you to be present and do all of your assignments when they are due. You are responsible for all notes, PowerPoint presentations, recordings, and films/videos presented in class since all of the content is provided to you in the course material. This is a Face To Face class, you must come to class and you must complete tests and projects in a timely manner. I expect you to be engaged throughout the semester.

Large language models (LLMs) and artificial intelligence (AI) tools class policy:
Large language models (LLMs) and artificial intelligence (AI) tools can be utilized to assist with grammar, spelling, flow, and audience adaptation when writing papers for this jazz history class. However, do not use LLMs or AI tools to generate citations or write entire papers. The work must be your own original writing. These technologies can aid in drafting and editing papers. LLMs or AI tools cannot be used during online written exams. You must personally study the material and complete the online exams without external AI assistance. This policy allows the use of AI writing tools for assignments to help strengthen communication skills while upholding academic integrity on assessments through individual knowledge tests. The aim is to strike a fair balance between enabling AI literacy development through written work while maintaining the integrity and purpose of test evaluations.

Automated Text Generation Methods Policy: Turnitin, our plagiarism detection system, can identify language modeling tools and automated text generation methods. While technology can be utilized for outlining, editing, grammar, and spelling assistance, all work submitted must be your own original work.
To summarize, utilizing technology to enhance your writing skills and improve your work is acceptable and encouraged. However, it is important to emphasize that directly using technology to generate or complete your assignments is prohibited. Both Turnitin and I have the capability to identify such instances.

**The Use Of Smart Devices in Class:** Only use these devices for educational uses, i.e., Google, and Wikipedia. If you need to text or make a phone call, please exit the class and come in once you complete your communication. **MUS 1306 “The History Of Jazz” (3 credits)** typically meets twice each week (Tuesday/Thursday) in 75-minute segments for 15 weeks and also takes a 2-hour final examination. Students have significant weekly reading and listening assignments, are expected to complete weekly quizzes and discussion boards, complete a teamwork assignment, go to one concert or recital outside of class, and submit one major paper. These activities average a minimum of 6 hours of work each week to prepare outside of classroom hours. 150 minutes of Asynchronous instruction will come from the writing assignments and the Music Time Capsule Project.

**Grading:** Grading Scale:
Tests (Test and Listening Test 1-3) (20% each) - 60%
Final (Test and Listening 4) - 15%
One Concert Review - 25%
90-100 =A
80-89 =B
70-79 =C
60-69 =D
00-59 =F

**Tests:** You MUST take all Chapter Quizzes before taking the test for each Unit!
In this course, there will be three tests and the final, equaling 75% of your final grade. The tests may be multiple-choice, matching, fill-in-the-blank, short answers, or essays. All tests will have a listening component because the goal in this class is to listen to music actively and intelligently. All of the Tests are on D2L and will be released after class time on the day of the test. Please finish the Unit Tests by the due date.
You may take the Listening Test two times. I will count the highest grade.

**Discussion Boards:** This is how we can come together as a virtual classroom since the class is so large. Please use tact when posting. No cussing or personal attacks. Treat this as a face-to-face classroom discussion. YOU DO NOT NEED TO POST ON OTHER STUDENTS’ POST. Please read them. However, there is no requirement to comment on others’ posts.

**Recital Attendance:** You are required to attend at least One concert Live, Online, on DVD, or on TV. This is 25% of your final grade

**General Education Core Curriculum**
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.
Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L, the assessment management system selected by SFA to collect student work for core assessment. The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to D2L this semester, and the date the assignment(s) should be uploaded to D2L. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in D2L this semester.

By enrolling in bracket MUS 1306, you are also enrolling in the Core Curriculum-Teamwork Course.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.</td>
<td>Concert Review Time Capsule Group Project Greatest Jazz Album Review</td>
<td>Final</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</td>
<td>Concert Review Time Capsule Group Project Greatest Jazz Album Review</td>
<td>Final</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Concert Review Time Capsule Group Project</td>
<td>Final</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Concert Review Time Capsule Group Project</td>
<td>Final</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes:**
List all student learning outcomes (SLOs) for this course, including the core curriculum objectives and the course-specific student learning outcomes that support the PLOs above. In general, SLOs in a course that supports the PLOs are specific and include the exact knowledge, skill or behavior taught in the course that supports the more global PLOs. For additional information on meaningful and measurable learning outcomes, see the assessment resource page.

Concert Review Project 25% (Required Due The Day Of The Final) This is a concert review. You will write One Concert Review. (650-900 words for this project which is about four pages long. (NO .wps or .pages) I can not open these files. Save them as a .txt if you need them in your word processing software. You must use either .doc, .docx, .txt or .pdf. I can not open other formats.

Concert Review is due on the Day Of The Final. I will not accept this project after this date.

You may go to any music concert of any genre of music as long as the concert is about an hour long.

You will turn into D2L:
One four-page paper with Part 1 and Part 2 clearly listed have an introduction, body paragraphs, and conclusion for each part of the concert review.

Part 1: Personal experience and expectations (50%)
• Use the first 2 pages of the paper to discuss the following:
  Your expectations for the concert (it may be a good idea to do this ahead of time).
  • Discuss your own personal musical tastes and experiences (Cultural Self-Awareness)
  • What kind of music do you listen to? Your family? Friends?
  • Have you attended any concerts? Describe your experience(s). What values motivate behavior in this musical culture? What are the expected behaviors at this type of concert?
    How does this musical culture differ from the culture experienced at the concert you attended, or does it? (Cultural Worldview Framework)
  • What values motivate behavior in Western art music culture? How are they similar/dissimilar to what you’re accustomed to?
    How did the expected behaviors and social interactions at a “classical” concert differ from your past experiences?
  • Were they followed at this concert? How do you feel about them? (Civic Responsibility/Concert Etiquette)

Part 2: Concert Experience (50%)
• Use the next 2 pages of the paper to describe your concert experience (Critical Thinking)
  ◦ discuss the hall the music was performed in
  ◦ discuss the audience
  ◦ most importantly, discuss the music itself using the musical terminology learned in class
  • What was your overall reaction to the concert?
  ◦ Tell the reasons that you enjoyed or did not enjoy the concert.
  ◦ Discuss whether you feel the performers have skill/ talent as musicians.
  ◦ Can you appreciate the talent of the performers even if you do not care for the genre or style of music?
Musical accuracy: Your description and evaluation of the concert must be clear and thorough. From your concert experience, please analyze to the best of your ability the music that you heard and how it affects you.

Musical terminology: Use musical language that you understand. Discussing and analyzing the separate elements such as rhythm, melody, harmony, texture, form, or any other information learned in class is encouraged. Ideally, you will discuss how these elements are synthesized to create a successful piece of music.

In your conclusion, please sum up your experience in the report, based on the analysis of different elements of the concert.

Grammar and sentence structure: As this is a university class, I expect university-level writing from you; please proofread your papers carefully for errors.

If you encounter any difficulties with the syntax of your paper, resort to the Academic Assistance and Resource Center (AARC).

You may NOT copy or paraphrase sentences from previous papers of yours written in this class.

You may NOT plagiarize. (Put everything in your own words.)

Follow the format, and have an introduction, body paragraphs, and conclusion for the concert review.

Attending Live Classical Concerts.
1. Get there early
2. Wear conservative clothes
3. NO TALKING DURING THE CONCERT PERIOD!
4. NO CELLPHONE USE, PERIOD!
5. You must stay for the full concert. (DO NOT ATTEND IF YOU DO NOT HAVE ENOUGH TIME – attend another concert.
6. Clap after the concert – wait to clap if you don’t know when to clap between compositions.
7. Walk out in an orderly manner.
8. NO EATING, DRINKING, CELL PHONES or TALKING DURING ANY CLASSICAL CONCERT HERE AT SFA!

You may go to any concert, classical, jazz, rock, etc. The concert may be at SFA as well as anywhere else. It is preferred that you attend a live concert. However, you may watch a concert on TV, DVD, or Online.

As music deals with the expression of subtleties in a variety of ways, it is very important to keep quiet during a performance. Any audible noise or visual distraction disturbs both the performer and the other listeners. Therefore, please follow polite etiquette behavior and refrain from making noise and unnecessary motions. Being considerate of those people that have come to enjoy the music is necessary.
If I witness or my colleagues tell me about the presence of such disturbing activities during a concert event, I reserve the right to lower the final grade of the student by one letter!

We will have a few Team Work projects this semester. The Music Time Capsule Project is a requirement for this Core Curriculum, and most of this we will complete in class or the online class in groups in D2L.

Projects assigned this semester:
Favorite Song Review
Greatest Jazz Album Review
Music Time Capsule Project and Group Project

Extra credit: I will only take and count extra credit if you have turned in all of your work. i.e., no missed tests and all of your recitals turned in. I will give extra credit for a Final Project. The final project can be over any rock history topic. It can be a paper, a PowerPoint presentation, etc. Click on the assignment page to see more details. You can receive up to 5% of your final grade on this final project. Submit the extra credit on D2L.

I will cover new material and or give a test during the dead week.

Students with documented disabilities who need course adaptations or accommodations, please make an appointment with me as soon as possible.

If you are having problems, please do not hesitate to contact me. I teach because I love sharing my knowledge with students and will try my best to help you.

Make-Up Test Policy:
Make-up tests will only be given for excused reasons and at my convenience. I will work with you if you are willing to work with me. Bring in a note to prove your excused absence. You can not make up a test for an Unexcused Absence or the day before spring break. All make-up tests are essays.

You are responsible for checking and seeing if all of your work, tests, and concert reviews are submitted. I will not change your grade once they have been posted due to your error. The test is 75% of your grade, and the projects are 25% of your grade. Make sure all of your work is turned in. If you have problems, let me know ASAP, if it is a tech issue, call 936 468 1919.

The syllabus may be amended at any time due to the class's overall performance.

All of the Tests are on D2L. There are listening questions on each test so that you will need speakers or headphones. You can take the test in one of the computer labs on campus or use your own computer. You will need to have QuickTime installed on your computer. Call 468-1212 or 468-1919 for tech help since I can not help with tech problems. You are welcome to take the test in the MIDI Lab on campus.

Extra credit: I will only take and count extra credit if you have turned in all of your work. i.e., no missed tests and all of your recitals turned in. I will give extra credit for a Final Project. The final project can be over any rock history topic. It can be a paper, a PowerPoint presentation, etc. Click on the assignment page to see more details. You can receive up to 5% of your final grade on this final project. Submit the extra credit on D2L.

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Test Dates (These are subject to change if we are moving at a different rate than I have planned)
Tests are released on the date and due the next class day at the class time except for the Final, which is due the day of the Final at 11:59 pm.

Time Line:
UNIT I - Test One- Released Date 9-21-23 - DUE 9-25-23 at midnight
Favorite Song Review DUE 9-25-23
UNIT II - Test Two- Released Date 10-19-23 - DUE 10-24-23 at midnight
Greatest Rock Album Review DUE 10-24-23
UNIT III - Test Three - Released Date 11-16-23 - DUE 11-28-23 at midnight
Music Time Capsule Project and Group Project DUE 11-28-23
UNIT IV - Test Four - Final-Released Date 12-7-23 DUE 12-14-23 at midnight
Concert Review Project DUE 12-14-23

FIRST WEEK OF CLASS
Instruction on the Core Curriculum Objectives (critical thinking, communication, teamwork, and social responsibility) and the Music Time Capsule Project will be given at this time and reinforced throughout the semester.

UNIT ONE
Elements of music, Roots of Jazz, Country, City Blues, Ragtime, Stride, Boogie Woogie,
Core Curriculum Objectives covered: Critical Thinking
UNIT TWO
New Orleans Dixieland, Chicago Dixieland, Jelly Roll Morton, Dixieland Soloists, Core
Curriculum Objectives covered: Communication
UNIT THREE
Swing, Ellington, Goodman, Basie, Holiday, Young, Swing Transition,
Core Curriculum Objectives covered: Social Responsibility
UNIT FOUR
Bebop Revolution, Hard Bop, Mainstream, 3rd Stream, Big Bands, Jazz Today, Core
Curriculum Objectives covered: Teamwork

Final Projects are due on the day of the final at midnight.
CORE OBJECTIVES TO BE ACHIEVED IN THIS CLASS:
Critical Thinking Skills- to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.
Communication Skills- to include effective development, interpretation, and expression of ideas through written, oral and visual communication
Teamwork- includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
Social Responsibility- to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
Goals of This Class:
1. To gain a basic understanding of the elements that work together to create music
2. To survey the music literature and composers of Western “classical” music from the Medieval Period to the present Rock phenomenon.
3. To respond critically and articulate an informed personal reaction to musical works by critiquing live concerts.
4. To explore music in its relation to the other arts, the historical events of the times, and the conditions in which the music literature was created.
5. To develop an awareness of the scope and variety of musical works
6. Develop an appreciation for the aesthetic principles that guide or govern music and musical compositions.

Program Learning Outcomes
This is a general education core curriculum course, and no specific program learning outcomes for this major are addressed in this course.

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• joh Crisis Text Line: Text HELLO to 741-741

Use of Zoom  This class may utilize the Zoom web-conferencing tool for virtual class meetings. All SFA faculty, students, and staff can access and use Zoom via sfasu.zoom.us. Students are required to have a webcam in order to participate. (Cell phone access is available with the Zoom mobile app.) Zoom links will be provided. Important note: Zoom auto-transcribes all recorded sessions. Transcription is automated, often includes errors, and thus should not be considered a wholly accurate record of the session. Should errors exist in a Zoom session transcript, please contact me immediately.

Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online Courses

At Stephen F. Austin State University, we value and strive to protect the intellectual property of our faculty. We also value and strive to safeguard the privacy of all our students. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from a course without the express written permission of the faculty of record. This restriction includes but is not limited to:
Pre-recorded and live lectures
Live discussions
Discussion boards
Simulations
Posted course materials
Faculty feedback forms
Visual materials that accompany lectures/discussions, such as slides
Virtual whiteboard notes/equations, etc.

As we engage in online learning as an academic community, it is imperative to be respectful of your peers and instructor(s). Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under the Federal Educational Rights and Privacy Act (FERPA). Students who violate this policy may be reported to the Office of Community Standards and subject to both legal sanctions for violations of copyright law and disciplinary action.

Challenging Conversations
In our structured and unstructured discussions and dialogues, we will also have many opportunities to explore challenging issues and increase our understanding of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes, we will need patience or courage or imagination, or any number of qualities in combination to engage our texts, our classmates, and our own ideas.
and experiences. Always we will need respect for others. Thus, an additional aim of our course will be to increase our facility with the sometimes difficult conversations that arise as we deepen our understanding of multiple perspectives—whatever our backgrounds, experiences, or positions.

**Covid-19 crisis** If you are ill, please take care of yourself. Let me know if you require extended time to complete a test or assignment. Let us all work together to help one another during this crisis.

*The syllabus may be amended at any time due to the overall performance of the class or extreme weather.*