

MUHL 2304 – Section 001
History of Jazz – Syllabus Addendum– Spring 2020

In response to the COVID-19 outbreak and the university's mandate that all classes use an online delivery method, the following changes are in effect from 3-19-2020 forward:

Course Modules:

Since I am not able to meet with you face-to-face, I wanted to restructure the course materials in Blackboard so that they are easier to use. Therefore, I have created "course modules" that contain the learning objectives, required reading, lecture presentations, listening presentations, YouTube videos, and practice reading quizzes all in one location.

To access the modules, click on the "Modules" link located in the Blackboard course homepage. **Links to the Modules will become available according to the course schedule!** The lecture presentation uses a PowerPoint format. If you don't have PowerPoint installed on your computer, you can still open and view PowerPoint presentations by using PowerPoint Online or a mobile app. Once the PowerPoint presentation is opened, click on the "View" icon in the upper left hand corner of the screen and then scroll down and select "Slide Show." Using your scroll arrows on the computer will automatically activate each audio example before advancing to the next screen.

The purpose of the lecture presentations located in the modules is to emphasize the main points of the assigned reading and to provide new information. Therefore, the lectures will not include all of the information listed in the text. Likewise, much of the material covered in the lecture presentations will not be duplicated in readings. It should be understood that anything contained in the lecture presentations is "fair game" for all examinations. **Remember, the modules are not available during the exams, so students should review all of the module contents beforehand!**

Grading:

The only change to grading involves the use of Top Hat and class participation. Initially, the class was designed to include a daily class participation grade worth 3 participation points and 1 extra credit point for correct responses for a total of 36 classes worth 108 participation points and 36 extra credit points. However, since our last Top Hat activity was issued on 3-11-2020, **the class participation grade and extra credit represent only 20 classes worth 60 participation points and 20 extra credit points.** Both the Top Hat class participation and extra credit have already been entered into the "class participation" column in Blackboard's Grade Center as a singularly composite score. I also wanted to add one additional extra credit opportunity, so a "Bonus Article Review" has been added worth 10 extra credit points.

Required:

Exams: 400 points (4 exams @ 100 points each)

Assignments: 50 points (5 assignments @ 10 points each)

Class Participation: 60 points (20 classes @ 3 points each)

Total Points Possible: 510

Extra Credit:

Class Participation Correct Responses: 20 points (20 classes @ 1 point each)

Bonus Article Review: 10 points

Grading Scale:

459-510=A

408-458=B

357-407=C

306-356=D_{SEP}

305 and below=F

Note: Although the mark of 510 points is designated as 100% or an “A+” letter grade, it is possible for students to earn an additional 30 extra credit points. No other extra credit opportunities will be offered. The total grade column in Blackboard will be updated frequently throughout the semester, but as a courtesy, please allow the instructor at least 24 hours to update grades in Blackboard following an assignment or exam due date. Grades within half of a percentage point are rounded up. The above scale is final.

Course Schedule:

Please refer to the course schedule below for the availability of the modules and important due dates.

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|---------|--|
| Date: | |
| Mar. 23 | Module 1—"Miles Davis" Available Assignment 3 opens |
| Mar. 29 | Assignment 3 due by 11:59pm! |
| Mar. 30 | Module 2—"John Coltrane" Available Assignment 4 opens Study Guide and Listening List Available |
| Apr. 3 | Exam 3 opens at 8:00am (Modules, Study Guide, and Listening List expire at 8:00am before exam opens) |
| Apr. 4 | Exam 3 due by 11:59pm! |
| Apr. 5 | Assignment 4 due by 11:59pm! |
| Apr. 6 | Module 3—"Avant-garde" Available Assignment 5 opens Bonus Article Review Available |
| Apr. 12 | Assignment 5 due by 11:59pm! Bonus Article Review Due by 11:59pm |
| Apr. 13 | Module 4—"Evans, Hancock, Corea, Jarrett" Available |

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|---------|--|
| Apr. 20 | Module 5—"Jazz-rock Fusion" Available |
| Apr. 27 | Module 6—"1980s to Present" Available |
| May 4 | Exam 4 Study Guide and Listening List Available |
| May 7 | Exam 4 opens at 8:00am (Modules, Study Guide, and Listening List expire at 8:00am before exam opens) |
| May 8 | Exam 4 due by 11:59pm! |

(Original Syllabus)
MUHL 2304 – Section 001
History of Jazz – Syllabus – Spring 2020

SECTION 1: Introduction

Class Title:

MUHL 2304-001: History of Jazz

Time and Location:

MWF: 12:00pm – 12:50pm, Media & Communications 353

Instructor:

Dr. Benjamin Haugland

Office:

School of Music, Room 217–A

Office Hours:

MWF 9:00 a.m. to 10:00 a.m. (Other times available by appointment)

Email:

All email correspondence dealing with the course will be conducted via the “Course Messages” icon located in the Blackboard course homepage.

Class Website:

<http://www.blackboard.ttu.edu> (use your username and password to log in)

Required Textbook:^[SEP]

Gridley, Mark. *Jazz Styles: History and Analysis* (11th Edition). Pearson/Prentice Hall. (ISBN: 978-0-205-03683-7). *Jazz Classics* CD set is not required.

SECTION 2: Course Content, Purpose, Expected Outcomes (This section required by TTU for all courses)

Course Content and Description:

MUHL 2304 provides a brief introduction to one of America’s greatest contributions to music, jazz. The class will explore the evolution of jazz styles chronologically, including the primary innovators and the sociocultural factors that contributed to its development. The course will provide students with a basic knowledge of musical terminology, and more specifically, terminology unique to jazz that can be applied in describing, analyzing, and forming critical judgments about jazz music performances. This course is primarily a history course designed for non-music majors, so no previous musical experience is needed.

TTU & THECB Visual & Performing Arts Core Category Statement:

The objective of the visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation for arts as fundamental to the health and survival of any society.

This course satisfies three hours of the Creative Arts requirement in the Core Curriculum.

Specific TTU Creative Arts Core Student Learning Outcomes and Methods for Assessment:

Upon completion of this course, students should be able to:

I) Identify and describe a body of works (individually and collectively) in the creative arts.

- This course will enable students to listen critically to examples of a style of jazz studied in class, comprehend and articulate its distinctive characteristics, and develop conclusions about its genre and historical contexts of its origin. Students will also read, speak, and think critically about the relationship between musical style and cultural history.

II) Explain and differentiate creative works as expressions of values within cultural and historical contexts.

- This course will enable students to identify representative pieces chosen from each period (New Orleans Style, Dixieland, Swing, Bebop, Cool Jazz, Hard Bop, Avant-garde Jazz, Jazz-Rock Fusion, and Modern Jazz), and draw intelligent conclusions about the probable genre, artist, and approximate date. Students will be able to describe the broad historical context, likely social function, and probable performance circumstances/practices for a piece on the class listening list and pieces of similar types. Students will describe and compare a range of jazz styles, and relate their characteristics to aspects of cultural history, and identify the value and necessity of music in society.

III) Analyze and summarize aesthetic principles that structure creative works.

- Students will recognize, define, and employ significant terms and concepts introduced in the readings and/or lectures. Students will employ a range of technical language to identify, discuss, and compare various artists and ensembles, and properly identify their differences, contributions, and historical relevance to the music.

IV) Upon completion of MUHL 2304:

- Students successfully completing MUHL 2304 will have studied musical examples, genres, artists, ensembles, and sociopolitical events spanning over one hundred years of history. Students successfully completing MUHL 2304 will be able to describe and/or write about each period of jazz history covered, significant artists and ensembles, and the historical contexts that shaped both the artists and music. **Expected learning outcomes will be assessed by a combination of examinations, quizzes, and one concert review.**

SECTION 3: Course Requirements

Lectures:

In class sessions, we will listen to, analyze, and discuss a wide variety of jazz styles and artists as well as specific, historically significant records and events. Instruction time will be spent in lecture, discussion, listening, and viewing jazz documentaries or videos. The purpose of the lecture is to emphasize the main points of the assigned reading and to provide new information. Therefore, the lectures will not include all of the information listed in the text. Much of the material covered in class will not be duplicated in readings or in the Blackboard listening examples. It should be understood that anything contained in the lectures is “fair game” for all examinations. Therefore, failure to attend class consistently and take copious notes lowers the likelihood of adequate performance on examinations. The Power Point slides used during the lectures will help you with your note taking, but you are responsible for all the material in the lectures, not just the summarized information on the slides. Unless the instructor specifies otherwise, the PowerPoint presentations are not made available to students on Blackboard.

Assigned Reading:

This course includes a small reading assignment before every class period, which is listed in the syllabus and “Course Schedule” link in Blackboard. Since some questions on the exams relate specifically to the text, I would strongly recommend that students complete the reading assignments. Students are also encouraged to utilize the “Reading Quizzes” link in Blackboard to assess their knowledge of the reading.

Listening:

Listening to audio examples is an essential component of a jazz history course. The “Listening” link in Blackboard will provide the audio examples at the beginning of each exam unit. Students should be able to recognize each audio example from hearing it alone, just as you might recognize a song on the radio. Repeated listening is encouraged, which is the key to achieving familiarity with each audio example. Any information from the slides that accompany each audio examples is “fair game” on the exams!

The listening presentations use a PowerPoint format. Once the PowerPoint presentation is opened, click on the "View" icon in the upper left hand corner of the screen and then

scroll down and select "Slide Show." Using your scroll arrows on the computer will automatically activate each audio example before advancing to the next screen.

Note the Listening” link in Blackboard is not available once an exam has opened, so plan to review the audio examples beforehand.

Computer Access – Mandatory:

MUHL 2304 relies heavily on web-based activities, including assignments, exams, and many of your listening resources. It is essential that students have access to a reliable computer and a fast Internet connection. It is the student’s responsibility to check the Blackboard course homepage on a daily basis. Blackboard will be used for announcements, review materials, scheduling issues, grades, and test dates.

If your computer is slow, doesn’t support audio applications, or if your Internet connection is subject to busy signals and disconnects, use a computer in the ATLC room located in the basement of the Tech main library (bring headphones). **You must have a current e-Raider account in order to access the Blackboard site.**

Compatibility issues with Blackboard are the main cause for technical difficulties!

To determine if your browser is supported by Blackboard, click on the link below to access the Blackboard browser checker. If your browser is not supported, please contact IT Central (806-742-HELP) for assistance.

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker

Top Hat Classroom Engagement Platform:

The “Top Hat” classroom engagement platform is an interactive application that fosters active learning, assesses comprehension and confusion, and engages students through devices they already own. Students are required to purchase a 4 month/\$30 Top Hat subscription before the second class period of the semester. Students will receive an invitation from Top Hat in their Tech mail account with instructions for joining the course. Since Top Hat is a requirement of the course, students who fail to subscribe to Top Hat will not receive credit for participation. No exceptions!

SECTION 4: Grading

Absence Policy:

Only students who have a university excused absence or medical emergency and provide documentation will be allowed to make up a missed reading quiz, assignment, exam, or awarded credit for class attendance.

Students with a university excused absence must provide the instructor an official university excuse letter at least one week prior to the occurrence.

Students who experience a medical emergency must submit a physician’s note to Kathy Nordstrom, TCVPA Lead Academic Advisor, at Kathy.Nordstrom@ttu.edu

within one week of the occurrence. The physician's note should specify the date for the patient's visit and the "patient can return to school or work" date. Students with an ongoing medical issue should contact the instructor early in the semester to discuss preparations for the course.

Class Participation:

Using the Top Hat platform, there will be a daily class participation grade worth 3 participation points and 1 extra credit point for correct responses (36 classes—108 participation points; 36 extra credit points) A university course is an experience. It's not a certification just to get a credential. Learning is a social process. We learn from each other. Regular attendance is crucial to your success in the course, and to the success of the course itself. A college course is a sustained conversation. Since class participation will be the only extra credit offering for the course, I would strongly advise students to attend class regularly.

Students who provide responses will receive participation points regardless if their answers were correct or not. Students will receive extra credit for answering each question correctly. Students who experience a technical problem using Top Hat during class may submit a hard copy with their printed name, R#, and their responses to one of the teaching assistants immediately afterward. Failure to submit a hard copy afterward will result in a loss of participation points. Students are required to purchase a subscription of Top Hat before the second class period of the semester. Therefore, students who have not registered for a Top Hat account will not receive credit for participation. Students who have an excused absence may still be awarded credit for participation points for a missed class but not extra credit. **For Students who miss a class, see "Section 4: Absence Policy."**

Reading Quizzes:

The reading quizzes are intended for practice only and are not required or graded. Since some exam questions refer specifically to the assigned reading from the text, the quizzes offer students the opportunity to practice their knowledge from the reading and prepare for the exams. The quizzes will become available according to the syllabus and "Course Schedule" link in Blackboard.

To access the reading quizzes, click on the "Reading Quizzes" link in Blackboard, which lists the specific pagination for each quiz. Note you may view the grading feedback at the end of each quiz. **The reading quizzes will not be available once an exam has opened, so students are encouraged to view these materials beforehand.**

Exams:

There will be four exams worth 100 points for a total of 400 points. Each exam will consist of 25 questions, and 5 exam questions will include an audio example. Students are accountable for any information covered in the lectures, assigned reading, or the slides that accompany each audio example in the "Listening" link in Blackboard. The exams are timed, so once you begin the exam, it will automatically submit after a 2-hour time period has elapsed. You may enter and exit freely during the exam, but please save your answers. Please note that the double scroll bar in Blackboard will advance you to the last

page, so please do not click on the “Save and Submit” button until you have entered all of your responses. There is no final in the class and the last exam is non-accumulative. The exam link will become available according to the schedule specified in the syllabus and “Course Schedule” link in Blackboard. Please be careful to observe the exam due dates, which are listed in bold writing. Students are allowed to take the exam one time only. **For make-up exams, see “Section 4: Absence Policy.” No late submissions will be accepted!**

A study guide and “listening list” will become available according to the syllabus and “Course Schedule” link in Blackboard. The study guide emphasizes the main points of the exam unit and provides sample questions. The “listening list” indicates the audio examples that students are required to know for each exam. **Please note that the study guides, listening lists, reading quizzes, and listening presentations are not available once an exam has opened, so plan to review these beforehand.**

All exams are take online using Blackboard, so students may take the exam anywhere they choose. However, students are responsible for their own Internet connection and machine’s capability to handle the exam. There are specific requirements for Blackboard compatibility, so students are required to use the “Blackboard Checker” tool and update their computer accordingly (see Section 3: Computer Access). For all other problems, call IT Central (806-742-HELP) for assistance. I would strongly discourage using any public or university computers that have not been updated accordingly. If you do not own a PC or laptop, please use the ATLC room located in the basement of our main library, which updates their computers regularly to meet the compatibility specifications for Blackboard. In order to take the exam, students must use their eRaider name and password to login to Blackboard. Login Instructions are located at: <http://www.depts.ttu.edu/lms/index.php> If you experience computer or Blackboard problems while taking the exam you **must:**

1. Call IT Central at (806) 742-HELP immediately (within 10 minutes) to report the error and obtain a report number.
2. Email the IT Help report issue number and a brief description of the problem to ben.haugland@ttu.edu as soon as the problem occurs.

All Blackboard exam problems will be dealt with only if an IT help desk report number is sent to the instructor immediately after the problem occurs.

Assignments:

There will be 5 assignments worth 10 points each for a total of 50 points. After listening to select recordings, students will demonstrate a knowledge of specific styles, instrumentation, and artists by answering a series of multiple choice questions located in the “Assignments” link in Blackboard. Students are encouraged to use their lecture notes and textbook for important concepts and terminology. Links to the assignments will become available according to the syllabus and course schedule. Please click on the “Assignments” link in Blackboard for the instructions. Musical selections for the listening assignments will not be included on the exams. **For make-up assignments, see “Section 4: Absence Policy.” No late submissions will be accepted!**

SECTION 6: The following syllabus items are required by Texas Tech University:

ADA STATEMENT:

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

ACADEMIC INTEGRITY STATEMENT:

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010]. Last day to drop course with academic penalty is April 22, 2019.

RELIGIOUS HOLY DAY STATEMENT:

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE STATEMENT:

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment,

and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674, <https://www.depts.ttu.edu/scc/> (Provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, <https://www.depts.ttu.edu/rise/> (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742-3931, <http://www.depts.ttu.edu/ttpd/> (To report criminal activity that occurs on or near Texas Tech campus.)

CIVILITY IN THE CLASSROOM STATEMENT:

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university
(www.depts.ttu.edu/ethics/mataдорchallenge/ethicalprinciples.php).

LGBTQIA SUPPORT STATEMENT*:

I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433.”

*If you prefer to list campus resources rather than a statement about ally status, you might include the following among other campus resources you wish to share:

Office of LGBTQIA, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433 Within the Center for Campus Life, the Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions.

