

The History of Jazz- MUS 140 009 Fall 2009

Instructor: Herbert Midgley

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Office Hours: MWF 11&1 T TH 12:15 & 4

Class Time and Place : 11am T/TH Recital Hall

Department: Music

Text: No textbook Required- You can use the internet as a resource. Google, Wikipedia and Youtube will are great resources for the class.

Suggested Text: Megill and Demory - *Introduction to Jazz History*: (6th ed., Prentice Hall, 2004).

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: The goal of this class is 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 the study of various Jazz artists from the last 100 years.

Class Attendance: I expect you to be present, and on time at all class meetings. You are responsible for all notes, power point presentations, recordings, films/videos presented in class. Due the size of this class, no talking, sleeping, eating, reading newspapers, text messaging or cell phone use during class will be tolerated. All of these activities disrupt the educational process. If these common courtesies are not observed, you will be invited to leave the class. **NO CELL PHONES OUT DURING CLASS!**

Grading:

Tests – (20% each) - 60%

Recital Attendance – (5% each) 25%

Final - 15%

Grading Scale:

90-100 =A

80-89 =B

70-79 =C

60-69 =D

00-59 =F

Tests : There will be three tests and the final, in this course equaling 75% of your final grade. The tests may be multiple choice, matching, fill in the blank, short answer or essay. All tests will have a listening component because the goal in this class is to listen to music actively and intelligently. All Test are on BlackBoard and will be released the hour after class on the day of the test. Please finish the test by the next class day.

Recital Attendance : You are required to attend at least five concerts this is 25% of your final grade. I require you to go to two "Classical" recitals, one "rock" concert and two Jazz concerts. The classical and jazz concerts are given by SFA's department of music. You may go to other classical and jazz concert offered at other schools or venues. You will need to type a page review on all of the concerts you attend (300 words for each concert review). The review should contain your thoughts on the concert (What did you like or did not like). Jazz music has its roots from "Classical Music", by attending "classical concerts" you will appreciate Jazz music even more. You can go to any Jazz concert that you want to attend. These concerts can range from going to a club and listening to a cover band to going to see your favorite Jazz star in the big city. Please turn in all five of your recital reviews by the final on BlackBoard (Submit all 5 at the same time). Cut and Paste them into the submission box. If you can not go to any jazz or rock concerts, you may go to 5 classical recitals instead. (You can not only go to Jazz concerts and receive full recital credit.) All live concerts must be during this semester (Aug. 31st – Dec. 15th).

I will allow CD, DVD and online Listening and Viewing if it is impossible for you to attend live concerts. You MUST spend AN HOUR (1 Hour) listening to music then you write your review. I expect the same two Jazz, two Classical and one Rock as if you were going to live concerts.

Make sure you put down weather it was a CD, DVD, YouTube, or Streaming Audio source in your review.

Follow this format in the review submission:

1. Jazz

Harry Connick Jr. Houston Oct. 9. 2009 (Live concert)

(300 word Review)

2. Jazz

Miles Davis CD "Kinda of Blue" (CD)

(300 word Review)

3. Rock

Van Halen Dallas Oct. 10, 2009 (Live concert)

(300 word Review)

4. Classical

Mahler Symphony No. 1 - Lorin Maazel - New York Philharmonic (Streaming video via google.video.com)

(300 word Review)

5. Classical

Dr. Parr Piano Recital Oct. 10, 2009 (Live concert)

(300 word Review)

Bonus if you go to all five live recitals or concerts.

If you go all live recitals or concerts (all 5), will give you 10% extra credit of your final grade.

No bonus if any or not live music.

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!

Extra credit : I will only take and count extra credit if you have turn in all of your work. i.e. no missed tested 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 power point presentation, etc. I will give you a handout on the final project if you wish to do this project. You can receive up to 5% of your final grade on this final project.

I may give bonus quizzes that will count as extra credit in class. You can not make up a quiz for any reason. It pays to come to class. If I see any talking, sleeping, cell phone use, I won't give a bonus quiz. I may have one quiz every week.

I will cover new material and or give a test during **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. If you are willing to work with me, I will work with you. 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 essay.**

The syllabus may be amended at anytime due to the overall performance of the class.

All Test are on BlackBoard, there are listening questions on each test, so you will need speakers or headphones. You can take the test in one of the computer labs on campus or use your own.

You will need to have QuickTime installed on your computer and make you have pop-up allowed for the BlackBoard webpage. Call 468-1212 or 468-1919 for tech help. I do not provide tech help, however you can take the test in the MIDI lab (310 FA) if you can not find a computer that works for you during my office hours.

Test Dates (This are subject to change if we are moving at a different rate than I have planned)

Test One- September 24-Elements of music, Roots of Jazz, Country and City Blues, Ragtime, Stride Boogie Woogie

Test Two- October 22-New Orleans Dixieland, Chicago Dixieland, Jelly Roll Morton, Dixieland Soloists

Test Three- November 19-Swing, Duke Ellington, Basie, Holiday, Young, Swing Transition

Final- Finals week December 17 - Bebop Revolution, Bebop Piano, Hard Bop, Mainstream, 3rd Stream, Big Bands

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.

General Education Core Curriculum Objectives/Outcomes:

1. Objective #1 requires students “to demonstrate awareness of the scope and variety of works in the arts and humanities.” A major goal of this course is to introduce students to the history of music in Western civilization to the Present Rock phenomenon.

2. According to Objective #2, MUS 140 students should understand works of the Western musical tradition to the Present Rock phenomenon “as expressions of individual and human values within an historical and social context.”

3. Objective #3, which requires students “to respond critically to works in the arts and humanities,” is appropriate for MUS 140 students, since teaching musical style is an essential part of teaching music history.

4. Objective #4 asks MUS 140 students “to engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual performing artist.”

5. Students in MUS 140 should be able “to articulate an informed personal reaction to works in the arts and humanities.”

6. According to Objective #6, students in MUS 140 should “develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.”

7. According to Objective #7, students who complete MUS 140 should have a working understanding of the ways in which cultures have interacted musically and continue to do so.

Student/Learning Outcomes: What students should know or be able to do as a result of this course:

I became aware of the scope and variety of works in music history.

I learned to understand musical works as human expressions with a social context.

I was given the opportunity to respond critically to musical works.

I was given the opportunity to respond orally and in writing to various music works.

I developed an appreciation for the aesthetic principles that guide music; e.g. form, tonality, texture, timbre, etc.

I became aware of the multicultural nature of music.

I learned to aurally distinguish between different musical styles and periods.

I can recognize the characteristics of various musical periods and understand how they change over time.

I became aware of the social and political events that evolved during the Jazz era.

I was given the opportunity to listen to live music through attending recitals and concerts.

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at

http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)

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 course work 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 for the purpose of computing the grade point average.

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 in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.