



**SCHOOL OF ADULT AND CONTINUING EDUCATION  
COURSE SYLLABUS**

Course Prefix, Number, and Section: MUS-321-BA  
Title: History of Jazz  
Semester/Year: Spring B 2011  
Class Day/Time: Thursday 6:00pm – 10:00pm  
First Day of Class: March 10.  
Last Day of Class: May 5.  
Classroom, Site: Andreas 107, Miami Shores (Main Campus)  
Faculty: Dr. Peter W. Brewer  
Office Phone: 305.899.3377  
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Office Hours: Arranged  
Office Location: A.C.E. Kendall

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**Academic Information**

**Course Description:** Exploration of different periods of jazz music and discussion of famous jazz musicians from each period --- ragtime to contemporary.

**Required Text:** *Jazz, A History*, Frank Tirro, 2<sup>ND</sup> Edition, W.W. Norton and Co., ISBN-13: 978-0393963687

**Link to bookstore:** <http://www.barry.edu/bookstore/>

**ACE Philosophy:** The School of Adult and Continuing Education supports the Barry Mission by addressing the unique needs of adult learners. ACE recognizes the rich experience adult learners bring to the classroom by incorporating that experience into the curriculum. ACE provides adult learners with research tools and analytical strategies with which to connect their experience to a broader body of knowledge and truth. Finally, ACE encourages adult learners to apply what they learn in the classroom to real-world solutions in their careers, their families, and their communities.

**Relationship of Course to University Mission:** In keeping with the mission of Barry University, this course promotes intellectual inquiry, the pursuit of lifelong learning, and diversity within a global inclusive community. To do so, students will explore the birth of jazz music and its relationship to politically, and historically relevant issues. Students will critically examine power relationships and the causal links between institutionalized slavery and the birth of jazz. Read the Barry University mission statement at: [www.barry.edu/aboutbarry/mission.htm](http://www.barry.edu/aboutbarry/mission.htm)

### Course Outcomes, Assignments, Weight

Course Outcomes  <b>The student will:</b>	Assignment	Weight and Assessment Tool
Identify composer, title, and stylistic traits from specific selections of the jazz repertory.	Listening Study	40% - Listening Exams
Analyze the relationship between contemporary jazz and historical, or “roots”, sources as pertaining to form, melody, and harmony.	Classroom Discussion  In-class analysis  Reading assignments.	10% - Rubric.
Analyze historical and cultural contexts of jazz performance as expressed through regional variations in jazz music across the United States.	Final Exam  Reading assignments.	30% - Exam.
<b>Embedded assessment assignment:</b> Evaluate live or recorded jazz performances utilizing models based on primary sources.	Jazz performance review essay.	20% - Rubric (attached)

**Learning method:** Lecture, multimedia presentations, group discussion, listening exams, reading assignments, song analysis, written final exam.

#### Grading:

**95-100 = A**  
**90-94 = A-**  
**87-89 = B+**  
**84-86 = B**  
**80-83=B-**  
**76-79=C+**  
**70-73=C**  
**60-60=D**  
**< 60 = F**

## General Information

**Learning Environment Policy:** All students are expected to support the university's commitment to provide an effective learning environment. Any behaviors and/or events determined to be detrimental to success in any Barry University related academic pursuit, at a location where the Barry University learning process takes place, are prohibited. This includes, but is not limited to, bringing unauthorized visitors, e.g., children, friends, or other family members to classrooms; and usage of cell phones, pagers, radios or radio headsets, especially in campus libraries, classroom, laboratories, computer labs or any location where the Barry University learning process takes place. Please refrain from text-messaging or Internet browsing during class. Portable devices should be turned off or set on silent mode before you enter class. No recording devices are permitted without explicit permission. Any violations of the Learning Environment Policy or accepted student conduct may result in being asked to leave the classroom. Final discretion for any and all portions of this policy rests with the professor.

**Attendance Policy:** Students are expected to attend classes.

**Withdrawals:** To withdraw from a course after the first week of classes, students must complete a withdrawal form or notify, in writing, their academic advisor before April 18, 2011 for Spring B. Not doing so will result in a final grade of "F". There is no refund after withdrawing from a course.

**Incompletes:** An incomplete grade may be given only to a student who has been attending classes on a regular basis and submitting assignments and tests promptly. The request to complete required coursework must be made by the student and agreed to by the faculty member. An incomplete grade must be made up within the session following its receipt. It is the student's responsibility to arrange with the instructor for satisfactory completion of course requirements.

**Make-ups and Late Work:** Any make-up exams or late assignment work will be arranged or accepted on a case-by-case basis after consulting with Dr. Brewer. Acceptance is up to the discretion of the instructor.

**Class Cancellation Policy:** Utmost effort will be made to maintain an uninterrupted class meeting routine. If occasion should arise requiring cancellation of class, all effort will be made to email, call, or contact in another specified way, all students in as timely a manner as possible.

**Academic Dishonesty Policy:** Cheating is defined as the attempt, successful or not, to give or obtain aid and /or information by illicit means in meeting any academic requirements, including examinations. Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker, including information found through the Internet. Typical penalties include: resubmitting the assignment or taking a new examination; a failing grade on the assignment or examination; or a failing grade for the course.

**Inclusive Community:** Embracing a global world view, the University nurtures and values cultural, social and intellectual diversity, and welcomes faculty, staff, and students of all faith traditions.

**Disability Statement:** The Office of Disability Services provides information, advocacy, and academic accommodations to students with documented disabilities. To register, call 305-899-3488.

## CLASS SCHEDULE

- Week I State of music in America pre-20<sup>th</sup> Century. European music. African Music. The Blues. Ragtime. **Reading assignment T.B.A.**
- Week II Early Jazz. World War I and the 1920s. Big Band Concept. Prelude to Swing. **Reading assignment T.B.A.**
- Week III The Swing Era. **Reading assignment T.B.A.**
- Week IV Listening Exam I. Lecture : Bebop and proliferation of styles in the 1950s. **Reading assignment T.B.A.**
- Week V Post bop exploration. Free forms. Influence on/from Classical music. **Reading assignment T.B.A.**
- Week VI Jazz Fusion and electronic music. **Reading assignment T.B.A.**
- Week VII Listening Exam II. Lecture: New fusions into the 21<sup>st</sup> Century – Review for final.
- Week VIII Final Exam / **Concert Reviews Due.**

**Distribution/General Education Assignment : Jazz Performance Review Essay**

**- The performance review may be based on a live jazz concert attended by the student or review of an instructor-approved alternate, such as an audio-recording or video.**

**DISTRIBUTION/GENERAL EDUCATION ASSESSMENT CHART**

**Course: MUS-321 History of Jazz**

<b>Fine Arts Learning Goals</b>	All courses which satisfy the University Distribution/General Education requirement in the Fine Arts meet the following learning goals: <ol style="list-style-type: none"><li>1. To explore visual or performing arts within historical contexts or from creative view points.</li><li>2. To explore and understand the principles of artistic expression and the creative process.</li></ol>
<b>Outcome(s)/Assignment</b>	To assess these goals students will evaluate a live or recorded jazz performance utilizing models based primary source research.  Satisfactory demonstration of this outcome will be indicated by a score of 3 or higher on the assignment grading rubric.
<b>Rubric</b>	The rubric for this assignment is attached.

**GRADING RUBRIC - Jazz Performance Review Essay**  
**Performance Review Essay**

<u>SCORING</u> → <b>Criterion</b> ↓	5	4	3	2	1	
<b>1 – Analysis of historical context</b>	<i>Draws precise and accurate connections between observed live performance and historical antecedents, or “roots” sources.</i>		<i>Draws connections between observed live performance and historical antecedents, or “roots” sources, with moderate accuracy.</i>		<i>Draws connections between observed live performance and historical antecedents, or “roots” sources, with minimal accuracy.</i>	<b>SCORE _____</b>
<b>2 –Identification and evaluation of periods of improvisation during live jazz performance</b>	<i>Accurately identifies and evaluates periods of improvisation utilizing appropriate descriptors.</i>		<i>Identifies and evaluates periods of improvisation utilizing appropriate descriptors with moderate accuracy.</i>		<i>Identifies and evaluates periods of improvisation utilizing appropriate descriptors with minimal accuracy.</i>	<b>SCORE _____</b>
<b>3 – Instrumentation and rationale.</b>	<i>Accurately identifies musical instruments used during performance and presents clear rationale for choice of instrument.</i>		<i>Identifies musical instruments used during performance with moderate accuracy and presents moderately clear rationale for choice of instruments.</i>		<i>Identifies musical instruments used during performance with minimal accuracy and presents minimally clear rationale for choice of instruments.</i>	<b>SCORE _____</b>
<b>4 – Stylistic component identification/ description.</b>	<i>Accurately identifies and describes the major stylistic traits of a live performance.</i>		<i>Identifies and describes the major stylistic traits of a live performance with moderate accuracy.</i>		<i>Identifies and describes the major stylistic traits of a live performance with minimal accuracy.</i>	<b>SCORE _____</b>
						<b><u>Total Score</u></b> =
						<b><u>Rubric Score (total/4)</u></b> =