NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Canvas site for enrolled students and may be more current than this sample syllabus.

Course Name: Music Appreciation: Jazz
Course Number: MUS 102:404 2018
Credits: 3 credits

Course Description

More than just a musical genre, jazz is a technical framework and values system for performing, composing and, especially for the purposes of this course, experiencing music. We'll survey the history of jazz music up to the present in order to learn how this music works—from its technical musical elements to the culture that gave birth to it and influenced its development. After actively listening, critiquing and discussing this music, students can expect to be able to identify major artists and styles, and to understand the cultural forces that shaped its development over time.

Jazz was called the “American Idiom” by Duke Ellington, one of the artists we’ll study, who felt the word “jazz” didn’t do justice to the music. Nicholas Payton, one of today’s most outspoken jazz musicians, uses the term “Black American Music” to reassert the African-American perspective that is intrinsic to the music. Both terms touch on one of the most important things we’ll cover: that jazz is a distinctly American form, pioneered by black Americans, and it’s past, present, and future is inseparable from the larger story of American culture.

We’ll see how the changing circumstances of American culture has pushed jazz in different directions. Every cultural issue we discuss as a society today—technology, socioeconomics, gender equity, rural and urban tension, and most importantly, racism—are deeply intertwined with jazz. To study jazz is not just to listen to the music, but to understand as much as possible the ambitions of the people who have shaped its history, what led them to do what they did, and how it affected this art and craft.

Course Credits
This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Technical Assistance
If you experience any errors or problems while in your online course, contact 24-7 Canvas Support through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the IS Service Desk online.
Learning Resources
An audio playback system, with speakers or headphones, will be required, as well as a device with internet access for using Canvas and the digital text.

Required Materials
Jazz (2nd Edition, ebook)
SCOTT DEVEAUX, GARY GIDDINS
Paperback, 2015
ISBN: 978-0-393-93706-0
Purchase ebook at: https://digital.wwnorton.com/jazz2 (Links to an external site.)

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas
This course is delivered via Canvas, where you will interact with your classmates and your instructor. You will access the learning materials within the course site, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Measurable Student Learning Outcomes
It is impossible to fully explore a wildly diverse form of music that has spread throughout the world in just ten weeks. Instead, our goal will be to equip ourselves with the tools we need to discuss jazz concretely through its musical elements and how cultural issues are expressed in those musical elements.

After actively engaging and participating in this course, students will have the ability to:
- Demonstrate knowledge of basic music fundamentals;
- Identify, and listen critically to various forms of jazz music;
- Discuss the culture of jazz and how it relates to American history more broadly.

Evaluation of Student Performance
Students will need to demonstrate active weekly participation through online discussions, brief critical observations, and assigned listening activities. Most weeks there will be a short quiz in order to evaluate the student’s understanding key topics and artists. Although subject to change, the student’s overall grade will be measured as follows:

Weekly quizzes 25%
Weekly discussions 30%
Mid-term project 20% - Requirements announced by the beginning of Week 2
Final project 25% - Requirements announced by the beginning of Week 5

Extra credit of 3% towards the final grade will be available to students who attend a live jazz concert and submit a one-page written or recorded response.

Course Content
This is a basic plan for the course, with reading and listening to be assigned weekly.

- Week 1 - Introduction: The elements of music from a jazz perspective
- Week 2 - Roots of Jazz: Folk music, minstrelsy, blues, ragtime, brass bands
- Week 3 - Early Jazz: Jazz comes into its own
- Week 4 - The Swing Era: Jazz enjoys mass popularity
- Week 5 - Bebop: The genius of improvisation
- Week 6 - Modern Jazz: Jazz spreads and diversifies
- Week 7 - The Avant-Garde: Breaking down boundaries in music and culture
- Week 8 - The Tradition: Revivalism, education, and repertoire in jazz
- Week 9 - Confluence: Women, Latinos, and Europeans in jazz
- Week 10 - Jazz Today: The American Idiom in the digital age

Course Policies
Discussion Participation
Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week. In addition, a quiz is required every week to demonstrate comprehension of listening and reading assignments.

Late Work Policy
Late work will be accepted, with a full letter grade deduction on each late assignment.

Makeup Exams
Makeup exams will be given only for missed exams excused in advance by the instructor. Excused absences will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other common ailments. Excused absences will generally not be given after the absence has occurred, except under very unusual circumstances.

Incompletes
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.
**Guidelines for a Productive and Effective Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

**Statement Regarding Students with Disabilities**

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**Accessibility of Course Materials**

All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

**Expectations for Student Conduct**

Student conduct is governed by the university’s policies, as explained in the Student Conduct Code. Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility.

**Academic Integrity**

This course is offered through Oregon State University Extended Campus. For more information visit: http://ecampus.oregonstate.edu.
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:
   i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
   ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
   iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
   iv) TAMPERING - altering or interfering with evaluation instruments or documents.
   v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Tutoring and Writing Assistance

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

The Oregon State Online Writing Lab (OWL) is also available for students enrolled in Ecampus courses.

This course is offered through Oregon State University Extended Campus. For more information visit: http://ecampus.oregonstate.edu.
**Student Evaluation of Courses**
The online Student Evaluation of Teaching system opens to students the Monday of dead week and closes the Monday following the end of finals. Students receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the online learning experience for future students. Responses are anonymous (unless a student chooses to “sign” their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.