



THE HISTORY OF JAZZ MUS 225-35 (Fourteen-Week Course)

Prepared By: Dr. Louise Billaud

Approved By: Dr. Sarah Tolbert-Hurysz

INSTRUCTOR INFORMATION

Name: Dr. Louise Billaud, Professor of Music
Office: Martin Hall 216 (Dublin)
Office Hours: Posted in Canvas
Office Phone: 540-674-3600 x 4351
Email: lbillaud@nr.edu
[Music Department Website](#)

If you are unable to access this document or experience any difficulties viewing its content, please contact me, the instructor of this course, for assistance.

ONLINE STUDENT RESPONSIBILITY:

- ☒ The recommended browser to use with the current version of Canvas is Mozilla Firefox or Google Chrome. Other browsers are inconsistent in their performance with Canvas. When taking tests or quizzes, use a wired connection.
- ☒ Check your VCCS email regularly and respond/keep in touch with your instructor.
- ☒ Students are responsible for addressing and overcoming any technology-related issues that are affecting their ability to participate or complete their college course work. If you are having problems meeting this requirement, please contact your instructor, your student services advisor, or the college's help desk.
- ☒ Please note that cell phones may be inadequate to manage and complete online assignments and are not recommended as students' primary device for course work.

The [Student's Guide to Online Learning](#) is available on the [Online Learning website](#).

REGULAR AND SUBSTANTIVE INTERACTION:

I, the instructor of the course, will support your learning throughout the semester by communicating and collaborating with you on a regular basis. This communication may be in

the form of participation in office hours, direct course instruction, response to questions, email messages, discussion board posts, announcements posted in Canvas, or providing content specific feedback on graded work.

COURSE DESCRIPTION

Description: Studies the underlying elements of jazz, concentrating on the socio-cultural and historical development from earliest stages to the present. Explores key figures and significant works instrumental in the development and evolution of jazz.

Credits: 3
Prerequisites: None
Graded Assessments: 14 Quizzes, 6 Discussion Forums
Assessments: 2 Exams
Online Activities: Required

COURSE PURPOSE

Increase knowledge of the world of jazz by examining its history, the socio-cultural context of its development, key artists and performances.

COURSE MATERIALS

Required Access Code: OnMusic Jazz, 2nd Edition, Connect for Education, ISBN: 9780983970736

Note: NRCC assumes no liability for virus, loss of data, or damage to software or computer when a student downloads software for classes.

COURSE INTRODUCTION

This is an online course designed specifically for students whose learning styles are best served by providing instructional opportunities beyond the traditional classroom setting.

All coursework is ONLINE through CANVAS.

There is no pre-requisite for this class and credits are transferable.

How to Access Your Course:

1. Go to the SIS Portal, click your course, and go to 'My Materials' under Textbooks. Here, you will locate the access code. (Students will also receive an email with instructions about 1-week before class begins)

2. Go to the Connect 4 Education Module in Canvas, and type in the publisher's access code to unlock the course content.
3. From this point forward, access the course through the Connect 4 Education link in Canvas.

IMPORTANT! Please be sure that you have enabled cookies on your browser. This will ensure that the connection to the course works properly. Go to the [Connect4education](#) website to learn how to enable cookies on various browsers.

Advice

- Read the Course Information Module and set up notifications using the Quick Start Guide.
- Deadlines: Click View Course Calendar on the Canvas Home Page and/or view course schedule on the left-hand column of the course within the Connect 4 Education Course link.
- Check regularly your VCCS email, Canvas Inbox, and Announcement page to access weekly communications.
- Contact the professor if you have any questions via email, through the Canvas Inbox, or during office hours. We can also schedule a Zoom meeting.

Honor System

By enrolling students agree to the following code of conduct:

- Answers to assessments/exams, assignments, and discussion forums will be my own work.
- I will not provide my solutions to assessments, exams, or assignments to anyone else.
- I will adhere to the NRCC Academic Honor Code in the NRCC Catalogue.
- Students will use no notes or outside sources to complete the exams.

COURSE OUTCOMES

At the conclusion of this course, a student should be able to:

Communication

- Effectively communicate music observations through written and/or oral communication

Civic Engagement

- Identify values that diverse cultures and life experiences bring to society through the world of jazz to promote civic engagement

Cultural and Social Understanding

- Demonstrate knowledge of the role of music in different socio-cultural contexts
- Identify historical factors that influence the evolution of music within a culture
- Recognize/describe how aesthetics vary from one social group/culture to another
- Identify commonalities and value differences between social groups

Personal Development

- Augment listening skills through ear training exercises and listening quizzes
- Enhance knowledge and understanding of the world of jazz
- Cultivate personal goals related to music listening, participation, or performance attendance

GENERAL EDUCATION STUDENT LEARNING OUTCOMES INCLUDED IN COURSE

General education at NRCC provides the educational foundation necessary to promote intellectual and personal development. Upon completing the associate degree, graduates will demonstrate competency in student learning outcomes in 1) civic engagement, 2) critical thinking, 3) professional readiness, 4) quantitative literacy, 5) scientific literacy, and 6) written communication.

This course includes the following general education student learning outcomes:

- Identify the problem or complex issue and its various parts.
- Identify central issues and assumptions of a problem or issue.
- Seek and evaluate the information needed to fully understand the problem or complex issue.
- Demonstrate appropriate workplace and classroom demeanor and behavior e.g., attendance (for online classes this means regular engagement), submissions of assignments by set deadlines.

COURSE CONTENT

Fundamentals of Music and Jazz Foundations

- Demonstrate a knowledge of the basic elements of music
- Identify octaves, diatonic and chromatic scales, clefs
- Locate notes on a keyboard
- Identify “the pickup”

Essential Features of Jazz and the Blues

- Recognize the significance of improvisation
- Identify syncopation and polyrhythms
- Understand the influence of swing
- Recognize musical characteristics of the blues and the influence of pitch bending

- Identify basic Blues chord progressions

Basic features and origins of jazz

- Recognize standard forms and the bridge
- Identify jazz instruments
- Describe the influence of African American traditions on jazz
- Describe the influence of New Orleans brass bands
- Describe the influence of call and response on jazz performance

Early jazz through the 30s

- Identify the influence of New Orleans Jazz and the musicians who shaped it
- Describe how Chicago influenced the recording of jazz
- Identify characteristics of scat singing
- Recognize musical characteristics of New York Jazz and Harlem stride piano
- Recall important contributions of key figures, such as Jelly Roll Morton, Sidney Bechet, Louis Armstrong, Fats Waller, Fletcher Henderson, Django Reinhardt, Art Tatum, Duke Ellington, and Billy Strayhorn

Swing in Chicago, New York and Kansas City

- Recall important contributions of key figures, such as Benny Goodman, Lionel Hampton, Count Basie, Billie Holiday, and Ella Fitzgerald

Advent of Modern Jazz

- Recognize musical characteristics of Bebop and bop piano style
- Identify components of Afro-Cuban jazz
- Recognize instruments within jazz big bands
- Recall important contributions of key figures, such as Charlie Parker, Dizzy Gillespie, Thelonious Monk and Sarah Vaughan

Cool Jazz

- Recognize musical characteristics of cool jazz
- Recall important contributions of key figures, such as Miles Davis, Gerry Mulligan, Chet Baker, Stan Getz, and the Modern Jazz Quartet

Hard bop

- Identify musical characteristics of hard bop
- Recall important contributions of key figures, such as Art Blakey, Sonny Rollins, Miles Davis

Key figures in the late 50s and early 60s

- Recognize important contributions of key figures, such as Miles Davis, Bill Evans and John Coltrane
- Identify the components and purpose of modal jazz

Avant-garde and Free Jazz Musicians

- Explain the movement toward free jazz
- Recognize the musical characteristics of free jazz
- Recall important contributions of key figures, such as Miles Davis, Herbie Hancock, Wayne Shorter, Ornette Coleman and Charlie Mignus

Jazz Fusion

- Recognize the musical characteristics of jazz fusion
- Recall important contributions of key figures, such as Miles Davis, Chick Corea, Keith Jarrett

Modernism, Postmodernism and Neo-classicism in Jazz

- Recognize the musical characteristics of modernism, postmodernism and neo-classicism in jazz
- Recall important contributions of key figures, such as Anthony Braxton, the Art Ensemble of Chicago and Wynton Marsalis

Latin Jazz, Globalization of Jazz and other Recent Trends

- Recognize the musical characteristics of Latin Jazz and key figures, such as Tito Puente
- Identify the musical characteristics of Afro-Cuban Jazz
- Recall important contributions of key figures, such as Arturo Sandoval, Branford Marsalis, Diana Krall, and Medeski, Martin & Wood

GRADING/EVALUATION

The final grade for the course adheres to the grade percentages and scale below.
(Quizzes remain open as study guides to prepare for the exams. The highest grade attained for each quiz will be the one recorded in the grade book.)

Grading Categories:

Description	Percentage
Quizzes (14)	28%
Discussion Forums (6)	24%
Midterm Exam	24%
Final Exam	24%
Total	100%

Grading Scale:

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	BELOW 60%

WITHDRAWAL POLICY**Student Initiated Withdrawal Policy**

A student may drop or withdraw from a class without academic penalty during the first 60 percent of a session. For purposes of enrollment reporting, the following procedures apply:

- a) If a student withdraws from a class prior to the termination of the add/drop period for the session, the student will be removed from the class roll and no grade will be awarded.
- b) After the add/drop period, but prior to completion of 60 percent of a session, a student who withdraws from a class will be assigned a grade of "W."
- c) After that time, if a student withdraws from a class, a grade of "F" or "U" will be assigned. Exceptions to this policy may be made under documented mitigating circumstances if the student was passing the course at the last date of attendance. The last date of attendance for an online course will be the last date that work was submitted.

A grade of withdrawal implies that the student was making satisfactory progress in the course at the time of withdrawal, or that the withdrawal was officially made before the deadline date published in the college calendar, or that the student was administratively transferred to a different program.

Students requesting a late withdrawal due to documented mitigating circumstances should contact the Coordinator of Admissions and Records.

No-Show Policy

A student must either attend face-to-face courses or demonstrate participation in online courses by the last date to drop for a refund. Course attendance requires the student's active participation in an instructional activity related to the course, such as attending a class lecture or lab, or by participating in an online class with an assignment submission, completion of a test or exam, or other substantial course activity. A student who does not meet this deadline will be reported to the Admissions and Records Office and will be withdrawn as a no-show student. No refund will be applicable, and the student will not be allowed to attend/ participate in the class or submit assignments. Failure to attend or participate in a course will adversely impact a student's financial aid award.

Instructor Initiated Withdrawal

A student who adds a class or registers after the first day of class is counted absent from all class meetings missed. Each instructor is responsible for keeping a record of student attendance (face-to-face classes) or performance/participation (online classes) in each class throughout the semester.

When a student's absences equal twice the number of weekly meetings of a class (equivalent amount of time for summer session), the student may be dropped for unsatisfactory attendance in the class by the instructor.

Since attendance is not a valid measurement for online, a student may be withdrawn due to non-performance. A student should refer to his/her online course plan for the instructor's policy.

When an instructor withdraws a student for unsatisfactory attendance (face-to-face class) or non-performance (online), the last date of attendance/participation will be documented. A grade of "W" will be recorded during the first sixty percent (60%) period of a course. A student withdrawn after the sixty percent (60%) period will receive a grade of "F" or "U" except under documented mitigating circumstances when a letter of appeal has been submitted by the student. A copy of this documentation must be placed in the student's academic file.

The student will be notified of the withdrawal by the Admissions and Records Office. An appeal of reinstatement into the class may be approved only by the instructor and dean.

CHEATING/PLAGIARISM POLICY

A grade of "F" will be awarded for the semester to any student caught cheating. This includes plagiarism, which is defined as "To present another's words or ideas as one's own or without attribution" (American Heritage Dictionary, 2019). Remember that plagiarism includes using words or ideas from Internet sites, as well as copying from print sources.

NON-DISCRIMINATION STATEMENT

This college promotes and maintains educational opportunities without regard to race, color, national origin, religion, disability, sex, sexual orientation, gender identity, ethnicity, marital status, pregnancy, childbirth or related medical conditions including lactation, age (except when age is a bona fide occupational qualification), veteran status, or other non-merit factors. The following person has been designated to handle inquiries regarding the college's non-discrimination policies: Dr. Mark C. Rowh, Vice President for Workforce Development and External Relations and Equal Opportunity Officer, 217 Edwards Hall, 540-674-3600, ext. 4241.

Inquiries concerning Title IX (sexual harassment, sexual assault/domestic violence/dating violence, and stalking) may be directed to Tammy Smith (Title IX Coordinator for Students), Dean of Student Services, 268 Rooker Hall, 540-674-3600, ext. 4203. For employees, Stacie

Whitlock, Human Resources Manager, is the Title IX Coordinator for Employees, 13 Godbey Hall, 540-674-3600, ext. 4310.

Inquiries concerning ADA and Section 504 may be directed to Jack Watkins, Manager of Student Accessibility, Activities, and Resources, Godbey Hall 53, 540-674-3600, ext. 4408.

DISABILITY STATEMENT

If you are a student with a disability and in need of accommodations for this course, please contact the Center for Disability Services (CDS) for assistance. CDS is located within the Advising Center in Rooker Hall. For more information about disabilities services, see [Center for Disability Services](#).

ACADEMIC SUCCESS CENTER (TUTORING CENTER)

NRCC offers free tutoring in every subject through the Academic Success Center, our one-stop campus resource for help with coursework. In addition to course-specific tutoring, the Academic Success Center houses the NRCC Writing Center, where students may work with tutors on issues specific to writing, whether for a course, a resume, a job application, or for pleasure.

Students may receive tutoring and/or writing assistance on an as-needed basis (walk-in), or via scheduled appointments. Students unable to come to campus may participate in online sessions by appointment. In addition, online tutorials for many courses are available on the website or through the Canvas portal “NRCC Tutoring Services” that students will find under “My Organizations.”

Tutoring is available during the week Monday-Friday. To schedule an appointment or meet with a tutor, visit the Academic Success Center in Martin Hall (226), Inside the NRCC Library on the Dublin campus, or the Christiansburg site (C202). Students may also call (540) 674-3664 or complete an online tutor [request form](#). For more information, including hours, visit the Academic Success Center [webpage](#), or contact Adam Lawson at alawson@nr.edu or (540) 674-3600 ext. 4221.

GENERAL HEALTH GUIDELINES AND STUDENT EXPECTATIONS

In guarding against the transmission of infectious illnesses, it is imperative that we follow specific health-related best practices.

As a condition for attending class or otherwise using NRCC facilities, I, as a student, agree to the following conditions:

1. I will follow all CDC, state, and local guidelines pertaining to diseases and health conditions. More information can be found at the links below.
 - a. [CDC Diseases and Conditions](#)
 - b. [Virginia Department of Health](#)
 - c. [New River Health District](#)

2. In the event of health threats or changes in guidelines, I understand in-person classes may be moved online, fully or partially, and I will need to be prepared to access technology and the internet with as little as 24 hours' notice.

By continuing my enrollment in class(es), **I agree to meet each of the expectations outlined above.**

New River Community College encourages all students to fully vaccinate against transmissible illnesses. Information about vaccinations can be found on the [Virginia Department of Health website](#).