

Syllabus - - MUSIC 305

This syllabus attempts to conform to the HSU required syllabus template of Spring 2008. Numbering is by Cline, for explanatory use in class.

This Syllabus is subject to revisions/adjustments issued in class. Students enrolled in the class are responsible for all information contained here, any revisions/adjustments issued in class, and also portions of the University Catalog pertaining to Student Conduct and Academic Honesty.

Music 305 Jazz – An American Art Form

FALL SEMESTER 2010

Monday – Wednesday – Friday, 11:00 to 11:50 Room 130, Music Complex
Dr. Gilbert Cline Office: Room 125

1 - Contact information: Campus Phone: (707) 826-5441 Email: gdc1@humboldt.edu

Office hours and days: _____

Office hours will be announced to the class as soon as times are established. When announced, students should write this information in the space provided here.

- 1.1 My office, room 125, is in the older, single story music building. At office hours knock on the door if closed – done only to block out noise from adjacent practice rooms. If there is no answer, I'm probably on the phone; or, look for a note explaining my location or schedule for the hour. Office hours cannot be set until the 3rd week, because of TBA lessons, but my schedule (including days before the semester, and for Finals Week) is always posted on the door.
- 1.2 Outside of class, you may leave a paper note in the Department Office, or you may post a phone message. Make important contacts in writing – always sign and date your writing. Don't leave notes on my office door, as they can disappear; leave any notes at the Department Office in my mail box, or in the drop box outside that door, if after hours.
- 1.3 Email contact is fine for simple questions. If you need explanation about grades, points, and so forth -- or you have a complaint -- see me in person. Avoid email anger-venting, especially late at night; a recent trend. Note well: I email (send and receive) only from HSU, not from my home; keep this in mind as to weekends, holidays, and so forth.

2 - Course description: " Uniquely American art form of jazz. African-American jazz innovators. Perspectives of history, society, performance, gender, and current trends. Lecture, listening, discussion. "

- 2.1 CONTENT OF M305 INCLUDES :
 - instruments of jazz
 - terms of jazz and of music
 - techniques and practices specific to jazz
 - jazz eras/styles from the 1920s through recent years
 - 20th century African-American innovators and artists
 - the "hows" and "whys" of jazz music
 - influences of Western Europe, of Africa, of 19th century US, and even of the Caribbean
- 2.2 It is OK to have no training in music, but HSU G.E. classes REQUIRE subject matter! Each GE class needs to deal with direct subject matter so that students from other disciplinary areas have some subject depth along with the breadth.
- 2.3 This is the sort of class best not taught on-line, because of certain hands-on things integrated into lectures. For example, upon meeting instruments such as clarinet, cornet, and saxophone we pass one around the class for all to touch and examine. And on one day, each member of class gets to play, in turn, either a drum set or piano -- in jazz swing style.

3 - This course fulfills the requirements for Upper Division General Education, Area "C" at H.S.U.

- 3.1 Mus305 is frequently taken by Music Minors as part of the upper-division-unit requirements.
- 3.2 Music Majors often take Mus305 for subject knowledge as performers/teachers/composers.

4 - The format of this course is lecture with integrated listening activity, and demonstration of musical elements and other tangibles such as music instruments and the like. Originally a class with 25-30 students, HSU class sizes are now much larger (40-60 typical in Mus305) and so true discussion mode is largely impractical in a class of this size. Individual responses are gained from essay writings on various jazz topics and on music played in class.

5 - Pre- and co-requisites:

- 5.1 There are no official pre-requisites.
- 5.2 As an upper division class, enrolled students should be at Junior or Senior standing. Freshmen and Sophomores may be disinclined. Those who are Music Minors are advised to take other music classes (Music 104, 110, and instruction classes) before taking this upper-division Mus305 course.

6 - Minimum grade needed for the course to count toward the major: Music Majors need to enroll in this class in Normal Grade Mode (letter grade); not Credit-Credit. Music majors also should look for various requirement revisions ongoing, and consult both the latest Music Major Handbook and the University Catalog.

7 - Required and recommended texts, readers, or other reading materials for this course include:

- 7.1 Required textbook: Jazz - An American Journey. Brian Harker. Prentice-Hall
- 7.2 Required listening: three-CD set accompanying the above textbook, and keyed to that book.
(Note carefully: We will NOT use that single-CD often packaged for free with the textbook!)
- 7.3 Required photocopy packet: WHEN ANNOUNCED. Has Listening Guides, Jazz Speak, and more.
- 7.4 A paper notebook for daily notes ...critical in the university mode of learning. Take copious notes!

- 7.5 Recommended for supplemental reading: a (large) book often considered the ideal text for music majors planning on teaching jazz, performing jazz, or attending graduate schools having a jazz studies program. By Mark Gridley; it is normally on reserve in the Main Library. For those interested in depth of experience, I also recommend the excellent book (now out of print) written by Grover Sales; this, and many other texts such as that by Tanner, have been used here in the past. For yet additional listening, the Smithsonian Collection of Classic Jazz (unfortunately now out of out of print) and the Ken Burns recordings --each on five CDs-- are recommended.

8 - This course explicitly contributes to students' acquisition of skills and knowledge relevant to HSU Learning Outcomes: *Every department has mapped the seven HSU Learning Outcomes to their courses. In relation to this particular course, any HSU learning outcomes that received a score of a "2" or a "3" should be listed here. The HSU outcomes are listed below: (HSU Language)*

HSU graduates will have demonstrated:

- 1. Effective communication through written and oral modes.
- 2. Critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues.
- 3. Competence in a major area of study.
- 4. Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints.

HSU graduates will be prepared to:

- 5. Succeed in their chosen careers.
- 6. Take responsibility for identifying personal goals and practicing lifelong learning.
- 7. Pursue social justice, promote environmental responsibility, and improve economic conditions in their workplaces and communities.

9a - Area C Objectives: *(HSU Language)*

All courses shall accomplish the following in a discipline-specific manner:

- 1. To understand human experience through the development of the ability to recognize and test relationships between particular instances and facts, and general principles and concepts.
- 2. To develop and/or increase one's subjective responses to humanistic and/or artistic works, including analysis of disciplinary standards of judgment (contemporary and/or historically) in humanistic and artistic areas.
- 3. To highlight varied factors in the personal nature of human beings' production and response to artistic and humanistic works including (but not limited to) gender, culture or ethnicity.
- 4. To provide an understanding of the nature and scope of perspectives and scholarship within the arts/humanities and to appreciate the importance of these perspectives and scholarship toward understanding of human experience.

9b - Area C Measurable Learning Outcomes: *(HSU Language)*

- 1. Students will demonstrate knowledge of and ability to apply discipline-specific vocabulary. Written, tangible, or presentational assignments will demonstrate application of concepts and principles to a specific instance. (Objective 1)
- 2. Through written, tangible, or presentational assignments, students will demonstrate an integrated response of affective subjectivity and collective standards of judgment in relation to an artistic or humanistic work. (Objective 2)
- 3. Through written, tangible or presentational assignments, students will demonstrate their ability to critically evaluate the production of humanistic or artistic works through the lenses of (but not limited to) gender, culture, or ethnicity. (Objective 3)
- 4. Students will articulate in written, tangible, or presentational assignments the particular contribution(s) that a discipline within the Arts and Humanities can bring to understanding human experience. (Objective 4)

9c - Music Department Learning Outcomes - These outcomes pertain to Music Majors taking this course, and were revised Oct 2007, for acquisition of skills and knowledge also relevant to the National Association of Schools of Music language.

1. Students will demonstrate the ability to hear, identify, and work conceptually with the elements of music – rhythm, melody, harmony, and structure.
2. Students will demonstrate familiarity with, and an ability to perform a wide selection of musical literature representing principal eras, genres, and cultural sources.
3. Students will demonstrate ability in performing areas appropriate to the student's needs, interests, and degree path.
4. Students will demonstrate improvement in their performing skills – both in the quality of their performance and the difficulty of the repertoire which they can perform.

10a - Music 305 Course Goals and Objectives:

(DEFINITION: Goals are of a broad and far reaching nature; more general than objectives, they can be suited to a lifetime of study. Objectives are specific, and are the way by which one proceeds toward Goals!)

Music 305 students are expected to think at a highly critical level, applying specific knowledge of the subject matter in this sort of upper division class. In responding to music, an end-goal is synthesis, in the way defined as an upper level in Bloom's Taxonomy.

10b - COURSE GOALS for Music 305:

- 1- Listen to some of the great jazz compositions and performances in 20th-century America.
- 2- Learn about the innovators (the musicians) of the major jazz styles.
- 3- Know certain things about how this music is played, and the roles of the instruments.
- 4- Understand how some musicians become so good, so artful, and so meaningful.

10c - COURSE OBJECTIVES for Music 305:

Upon successful completion of this course, students will be able to :

- 1- Demonstrate certain jazz jargon, including terms relating strictly to musical performance and also other terms relating to the ways in which jazz musicians work with each other. Vernacular included !
- 2- Trace the roots of jazz, and demonstrate understanding of: a.) aspects of the cultures involved; and b.) historical context, including oppression and relationships of influence and power.
- 3- Construct a "Family Tree" of twentieth-century jazz styles.
- 4- Identify representative artists of the later jazz styles.
- 5- Identify representative ensembles of the later jazz styles.
- 6- Identify representative works of the later jazz styles.
- 7- Describe contributions of the great African-American jazz musicians.
- 8- Describe contributions of women jazz musicians.
- 9- Correctly identify the form "AABA" ("standard song") in jazz, upon hearing an example.
- 10- Correctly identify the form "Twelve Bar Blues" in jazz, upon hearing an example.
- 11- Describe the musical processes and techniques, and overall effect, of jazz improvisation.
- 12- Play the jazz drum set or the piano (chosen in class) for about 60-90 seconds in class.
- 13- Form a preference for a style (or styles) of jazz and for specific artists representing those styles.

11 - Course Requirements:

11a - ATTENDANCE AND RELATED POLICIES :

- 1- Attend all class sessions. Attendance is mandatory and expected, not optional.
- 2- Arrive before the class begins, by one minute past the hour. If you tend to be late, change that habit!
- 3- Absences are recorded. Patterns absences of are easily seen. If you miss class at your option, do not expect favor and consideration later – rewarded are those displaying interest and motivation.
- 4- Excessive absences will result in a grade of U --unofficial withdrawal-- and being disinvited from class and even major exams such as mid-term and final exams.
- 5- If you have a genuine reason for not attending, you may leave word with me. In the case of medical absence, you may forward a physician's note to me.
- 6- If you have other CAUSE (a legal term) for missing class, you may describe this in writing, and with

your signature. Do not just use email alone, although a phone message or email can allay my concern.

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11b - If you have HSU Athletics / Academic travel, hand to me a list of travel dates by the end of week #1.

11c - LISTENING IN CLASS : When not in modes of discussion, question & answer, or verbal quizzing, it is expected that you be **silent (nb: not quiet), awake, and attentive**. (See later “THE 4 RULES OF ANYTHING.”)
When recordings are being played, (A/V): DO NOT talk - - be silent; listen attentively; do not speak with others.

11d - GRADED elements in Mus305 of student work: (see 12e following, for points/ranges)

- 1- Quizzes: every other class at first, then once a week or so -- not always announced in advance.
These are to build on basic terms, info, and reading; they also serve as roll for class.
- 2- In-class listening: to recordings, sometimes from your CD set, and often from other sources.
This is where your intelligence will show; you are authorized to provide opinion and perspective.
- 3- MID TERM EXAM: date announced around week #2 or #3 ... required for all the class on same day.
May be Scan-tron OR fill-in / essay. There will be several listening components: the first is title recognition from selected tracks on the CD set; the second is listening to a complete example, several times through; the third is that of identifying jazz styles/eras.
- 4- Mid-semester essay: issued before, with, or just after the Mid-Term Exam.
This is to probe other elements of knowledge, but more to probe your views and perspectives.
- 5- Drum set Day / Piano Day (in class we'll choose one or the other).
This day is wholly devoted to having each of you play jazz! (along with a recorded track.) Fun+
- 6- FINAL EXAM (see below for date and time; always according the University Schedule).
About half Scan-tron, half essay / listening. Comprehensive in content, but skewed to later years.
- 7- Final essay, take-out, due at Final Exam (or TBA in last week) as you walk in.
For this, you bring all your knowledge to bear. Issued at end of course, week #15.
- 8- Jazz Talk, or Jazz Family Tree, due at Final Exam as you arrive. Explained at last class session, wk 15!

11e - OTHER CLASS POLICIES :

- 1- Key words are: ATTENTIVENESS, COURTESY, and RESPECT.
 - a- Use of profanity will result in a student being dismissed from the class session.
 - b- Repeated occurrence will result in a complaint being filed with office of the VPSA.
 - c- Any discussions in class must be civil; that is, polite. Tone of voice and volume of voice must be free from anger ... one letter short of danger. You are expected to strive to prevent humiliation, embarrassment, and hurt feelings.
 - d- If you have a strong view in need of professor / class consideration, speak with or write that to the Professor first, to prevent class disruption.
- 2- See at the very end of this syllabus, the “FOUR RULES OF ANYTHING.”
- 3- The items below have been issues. Read carefully: in order to provide the best classroom environment, my policy is to PENALIZE GRADE for infractions:
 - a- **Cell phones/etc: must be turned off, all functions, and stored out of student reach and eye contact. No text messaging. No photography via any means. Permission is NOT granted to audio or video record the professor or class (per CFA.)**
 - b- **Listening attentively: do not chat/talk/whisper with others while in class session, unless the directions of the Professor at that moment permits or prompts - - rarely the case.**
 - c- *** * * When music is being played, do NOT talk unless called upon to do so!**
 - d- **If you have a question or comment in class, RAISE YOUR HAND.**
 - e- The balcony is closed for small classes, or if the Prof requests, for benefit of proximity.
 - f- Visitors are not permitted in class, excepting by prior permission by the Professor.
University policy reads: “Individuals in attendance in a course in which they are not officially enrolled may be excluded from the course by the instructor.”
 - g- Food: is not OK in class, as it is almost always a disturbance to others, due to odors and/or the noise of wrappers.
 - h- Beverages: nonalcoholic, are normally OK in class if not a disturbance to others. Spills? -- you clean up. Penalty: refrain from bringing beverages to class.
 - i- Hats: can block sight of others; reduce eye contact (and ear ability); and are NOT worn

indoors or at concerts by polite society -- by listener or performer! Please be considerate.

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12 - Grading information:

- 12a POINT SYSTEM** - Grades are determined by a point system for all the quizzes, mid-term and final exams, listening reports, and written assignments. Unlike some grade schemes (such as: "Midterm is worth 33% and the Final is worth 66%") a point system using points alone, without letter grades, is automatically weighted, reflecting value designed for each event.
- 12b TOTAL POINTS, and "END" LETTER GRADES** - By the end of the semester, there will be some 400-500 points possible. Only points are recorded; letter grades are not recorded. So, keep track of your grade as you go along, in order to estimate your letter grade. Conventional grade "brackets" are applied: 90-100% =A, 80-90%=B, 70-80%=C, 60-70%=D - - and a "curve" is always present.
- 12c PLUS/MINUS GRADE MARKS, and CREDIT/NO CREDIT** - Final letter grades will include pluses and minuses. For those students enrolled on credit/no credit basis, be advised that your final grade mark will posted as a letter grade; the Univ. then converts the letter grade to either C or NC as appropriate.
- 12d EXAM DIFFICULTY and (BELL) CURVES** - Please be advised that the M305 exams are considered by most students to be fairly difficult. They are constructed this way on purpose, so that several people do not max out at 100%, making it impossible to truly know how just how well top students are performing. This also means that a modified curve is devised for exams, adjusted to the top scores for exams, not the highest score possible. Similarly, a grading curve is devised for the entire class at the end of the semester for the final posted grade. A typical "bell curve" is always evident in all exams and in the final posted grades, typical of any group exceeding 21 in number.
- 12e POINTS and RANGES** - Below are point ranges typical for Mus305.
- | | |
|----------------------------------|--|
| Quizzes | usually 4-11 points (never 5 pts or 10 pts!) |
| In-class listening | typically 6-14 points |
| Midterm exam | typically 75-95 points |
| Mid-semester essay | 15-22 points |
| Drum set Day / Piano Day | 10 points |
| Final Exam | 160-175 points |
| Final essay, take-out | 25 points |
| Jazz Talk/Jazz Family Tree | 10-25 points |
- 12f THE "50 POINTS" IN RESERVE** - These 50 points are held in reserve and assigned at the conclusion of the semester. Criteria are: attendance, punctuality, and "intangibles" which affect the ability to clearly listen and think in class: attention level, attention and silence while listening to recorded examples, involvement in class discussion, evidence of reaction when called upon by the professor, and politeness / courtesy to the professor and to others.

Students are held accountable for their actions. The best way, for all, to accomplish this is through a system of credit / demerits. First, there are all the points earned (quizzes, homework, exams, etc).

Then -- like life -- there are things which can seriously compromise both individual learning and communal learning, here, in a university classroom setting. You are expected to be: present, on-time, awake, attentive, civil, and polite. Being friendly is a nice option!

[Musicians: in music performance there are similar factors - - the "intangibles." These can lead to success.]

BELOW ARE FACTORS CONDUCIVE TO THE LEARNING PROCESS / ENVIRONMENT:

- Positive occurrences are beneficial (to all) and are an aspect of MERIT.
- Negative occurrences are detrimental ... to the class, to the professor, to HSU.

1- attendance (in total) the more you're here, the more you'll absorb

- 2- arriving on-time / early, at class start
- 3- attentiveness in class: eye contact, note-taking, focus, response

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- 4- attentiveness and silence while listening to recorded examples
- 5- involvement in class discussion / reaction when called upon by the professor
- 6- politeness and courtesy to the professor and to others
- 7- posing questions which are helpful, pertinent, and insightful
- 8- cooperation in instructions and requests from the professor
- 9- other helpful conduct / intangibles
- 10- academic honesty: quizzes / assignments / exams

Note that there are TEN factors above, and that you could consider this as a 5-point value-per-factor.

Demerits count. Here's a typical end-result scheme: -A normal-to-great student? ... 50 to 40 points.

-Minor problems? ... 40 to 30 points. -Big problems? ... ? 30 down to zero points.

[In my studio and ensembles, students are asked to assess their own grade, based on a similar scheme.]

12g FINAL POSTED GRADES - See above 12.3 on plus and minus marks and C/NC. The marks "U" and the "I" often are confusing, so the text for 1- and 2- below is from HSU regulations, here for clarification:

- 1- "U" = "UNAUTHORIZED withdrawal" ... means the student did not complete the course and did not formally withdraw from the course. The U grade is equivalent to the F grade.
- 2- "I" = "INCOMPLETE" is awarded when a student has not completed the course due to "unforeseen but fully justified circumstances." This is actually quite rare. NOTE WELL: an "I" mark must be requested by the student; the professor must be contacted and agreeable; the HSU form must filled out by the student (not the professor); and student/professor must meet in person. Email/phone requests are not accepted. The circumstances must be justified -- for "cause" -- and the student must sign the form. [It is important to note that "personal convenience" is not "cause."] A mark of "INC" is not issued as a kindness in the case of a paper not turned in, or an exam not taken, because some students need all grades posted so as to meet financial aid unit requirements. So, it is necessary to issue a grade based on student accomplishments up to the end of the term.
- 3- You must request, in writing, an INC mark and describe the situation; do not assume that I know the reason. If you stop attending class, miss quizzes, miss assignments or so forth toward the end of the semester, you run the risk of a mark of U or F, being disinvited from class, and not being allowed to take the Final. You must attend regularly and frequently.
- 4- If you fail to turn in a paper or other final assignment without explanation, a grade is calculated without those points, possibly worth one or two letter grades.

12h GRADE ERROR? If you believe that an error was been made in your posted grade, contact me in person (not by email alone), stop by my office, and we'll look, together, at your records. These are kept in detail. Note well: because of limited storage, exams are retained on file only for a few months. Final exams are destroyed and discarded at mid-term of the next semester. If you need to make a claim regarding a final exam, do so BEFORE mid-term of that semester, when old exams are shredded.

12i POLICIES ON DUE DATES -

- 1- Work is accepted and graded when it is due, in fairness to all.
- 2- In some cases, late work is not accepted, as the class may have already reviewed the results, compromising the assignment for others.
- 3- In some cases, late work is accepted with penalty, in fairness to those who turned in work on time -- and to the professor, who must again grade papers.

12j POLICIES ON "MAKE-UP" WORK -

- 1- In some cases, assignments are accepted late, but with penalty.
- 2- The penalty is "points-per-day," in fairness to those who turn work in on time. In almost every case, each day that goes by means you had more time to work on the assignment, while others who met the deadline had less time to do the work.
- 3- Some assignments may have an Absolute Due Date, for these reasons:

- a- it may be necessary to grade ALL papers at once to ensure fairness;
- b- at certain times, the professor has NO extra time to grade late papers;
- c- the class deserves the timely return of assignments.

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12k FINAL EXAM POLICIES -

The Fall 2010 Mus305 Final Exam is: Wednesday Dec. 15, @ 1020 - 1210

- 1- The Final Exam will be held at the HSU scheduled day/time during Finals Week. There are no exceptions, so make plans now to attend that day/time. Do not let others, such as family and friends, make travel plans (especially reservations) for you – inform family of your obligations to be at HSU to take final exams. If you know you cannot attend the final exam, drop the class.
- 2- If you miss the final exam without explanation, a grade without Final Exam points is calculated and posted. This can be worth two or three letter grades in value.
- 3- No early exams, and no late exams, meaning a day or two earlier or later. (see below #4)
- 4- If the final grade is an INC with the need to take the final exam, you must do this in the next semester, at the scheduled final exam time during finals week, with the class that semester. REASON: it is not fair to the professor to administer a special exam, with the written portion and also a listening portion requiring verbal cues. The Testing Center no longer proctors make-up exams, due to fiscal cut-backs.

12l TIME EXPECTATIONS - Typical expectations at HSU and other universities, on the expected time that students will need to spend studying/doing coursework outside of class, is two hours of time outside class for every hour of lecture/seminar. Students in Mus305 should expect in a normal week to do about four hours of text book reading, two hours of listening to the required audio CD set, and about two hours of learning jazz/technique terms and names of jazz artists.

13 - Academic honesty: Students are responsible for knowing policy regarding academic honesty. For more information, visit: [Academic Honesty Policy](#) or [HSU Catalog](#) *(retain this text)*

- 1- [University Catalog] ... "Students are expected to maintain high standards of academic honesty. Check the detailed Fine Print in the Catalog sometime.
- 2- You are expected –always in Mus305-- to do your own work. If you happen to study in groups, take care not to share answers to homework and such; work on your own, producing your own thoughts.

Below are excerpts from the Fine Print section of the HSU Catalog :

- 3- "The instructor may assign an "F" or "O" on the exam or project" ... and "may file charges of cheating or plagiarism with the Vice President for Student Affairs."
- 4- "A student... may face disciplinary probation, suspension, or permanent expulsion from the University. The usual penalty... is suspension for at least one term ... noted on permanent transcript."
- 5- "Academic dishonesty is willful and intentional fraud and deception ... Examples include :

* TAKING INFORMATION -

- a- Copying graded homework assignments from another student.
- b- Working together on a take-home test or homework when NOT specifically permitted by the instructor.
- c- Looking at another student's paper during an examination. (or, during a quiz.)
- d- Looking at text or notes during an examination when NOT specifically permitted by the instructor.
- e- Accessing another student's computer ... [add f ! : using internet sources on personal essays]

* PROVIDING INFORMATION -

- f- Giving one's work to another to be copied or used ...
- g- Giving answers to another student during an examination.
- h- After having taken an exam, informing another person ... about questions that exam.
- i- Providing a term paper to another student.
- j- Taking, writing a paper, or creating ... work for another. "

* There are seven more examples given of plagiarism alone, plus seven examples of “other” dishonesty. Read it.

14 - Students with Disabilities: Persons who wish to request disability-related accommodations should contact the Student Disability Resource Center in House 71, 826-4678 (voice) or 826-5392 (TDD). Some accommodations may take up to several weeks to arrange. [Student Disability Resource Center](#) (retain this text)

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15 - Add/Drop policy: Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. [Schedule Adjustments \(Adding or Dropping\)](#) (retain this text)

- 15.1 Professor permission is not given to add Mus305 after the first day. Students must attend all class sessions including the first day when by HSU mandate this entire syllabus must be presented.
- 15.2 Unfortunately, current HSU Add/Drop policy reads thusly: “During the first four weeks of classes, all adds can be done by the student via web registration. Instructor approval is NOT required for students to enroll in open classes during the first week of instruction, except for those that require special approval. Instructor approval is required (with a Permission Number) for students to enroll in any class beginning the second week of instruction.”
- 15.3 **NOTE WELL:** If you’ve added the class late and/or missed any days of the first week, you must request the Syllabus, consult with Dr. C, and fully read the Syllabus, slowly and completely.

16 - Emergency evacuation: Please review the evacuation plan for the classroom (posted on the orange signs) , and review [Campus Emergency Preparedness](http://studentaffairs.humboldt.edu/emergencyops/campus_emergency_preparedness.php) http://studentaffairs.humboldt.edu/emergencyops/campus_emergency_preparedness.php for information on campus Emergency Procedures. During an emergency, information can be found campus conditions at: 826-INFO or [Emergency Conditions](#) (retain this text)

-- For Music and Mus305:

- 16.1 East Door and out &/versus North Door (turn left and go West)
- 16.2 Window! (normally keep closed) ALSO AN EXIT ...
- 16.3 Rally Point Balabanis Quad if exiting E ... Sundial if exiting North door to West
- 16.4 E.A.P. #2, Upper Events Field, South of Engineering, East of SBS. OR Redwood Bowl ...

-- THE BIG 3 --

- (1) EARTHQUAKE: duck & cover, then go to Rally Pt, then go to EAP if ...
- (2) FIRE/ALARM: calmly get out of the room and building, closing doors & windows
- (3) GUNSHOT/CRIMINAL: get away ... no RP or EAP ...

17 - Attendance and disruptive behavior: Students are responsible for knowing policy regarding attendance and disruptive behavior: [Class Attendance and Disruptive Behavior](#) (retain this text)

- 17.1 See above sections in this syllabus: 11a, 11b, 11c, 11e, and 12f. Read them.

18 - Course calendar: next pages ...

19 - THE FOUR RULES OF ANYTHING! (from another source. VERY useful!)

- 1 - PAY ATTENTION please do so in class!
- 2 - REMAIN CALM aka : stay cool.
- 3 - ACCEPT WHAT HAS HAPPENED eg: car accident, mid-term review, etc.
- 4 - DO WHAT NEEDS TO BE DONE universal advice!

20 - ACADEMIC ADVICE !

A - Take copious notes! Some people try just to "remember" stuff, and they take very perfunctory notes.

The key is to use all the brain cells you have, so :

✓ TAKE TONS OF NOTES! ✓ WRITE DOWN EVERYTHING then sometime later that same day, go over the notes and “fill in the blanks!” This clarifies the topics and best of all converts short-term memory into long-term memory! This pays off, especially when reviewing for quizzes and exams !

B - Listen with your ears! - Maintain eye contact. - Pay attention.

- C - Don't allow others to distract you. - If neighbors talk/distract, ignore them.
D - Don't be a flake. - You're in the class; so attend, listen, and study!
E - Asking questions can be an art. Be thoughtful, and helpful.

END

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18 - Course calendar: MUSIC 305 -- JAZZ !

rev. 8 / 10

*Note : topics are in general order; and are subject to variation!
Quizzes typically are shifted a day or two and can/will at some point be "pop" quizzes.*

Week #	Day #	TOPICS:	CHAPTER & READING
1st	1	- Introduction - Attentive Listening; walk, ride, back beat	Into & 1
	2	- Straight vs Swing - Basic Jazz Styles; Musical elements section.	1
	3	- Jazz Sources - Jazz Forms - Some Jazz Lingo	1
2nd		[Holiday in first two weeks: - Fall: Labor Day - Winter: MLK birthday]	
	4	- Plunger - play one from each decade of Jazz * drum sticks	2
	5	- Major & Minor - 6 Elements of Music - 12 bar blues & AABA	3
3rd	6	- Sounds of Jazz - the Rhythm Section: instruments / customs	3
		- REVIEW terms, artists, musical form - a Trilogy of Styles	4
	7	- * QUIZ - some music and sounds of Africa	4
	8	- music of the 1800s & "military" bands * cornet	5
4th	9	- late 19th century - work songs - spirituals - Minstrel show	5
	10	- * QUIZ - Ragtime, & its formal structure - New Orleans * banjo	6
	11	- early 1900s in U.S. - Chicago * tuba	
5th	12	- the 1920s - radio - improv - criteria for artists	7
	13	- * QUIZ - bands of the 1920s - Bix - saxophone craze * clarinet	8
	14	- Boogie Woogie - Stride * C melody sax	9
		- a bit of Ken Burns Jazz Vid.	
6th	15	- more B-W - F. Henderson - Kansas City * The Real Book	10
	16	- * QUIZ - Moten - McShann	11
	17	- Drum set (or Piano day) ... you play !!	11
7th	18	- ? Drums, 2nd day if can't do in one day - alert: prep for Mid-term exam	12
	19	- * QUIZ begin the SWING ERA - Lunceford * Trombone	12
	20	- Swing cont. - Basie - Goodman - Dorsey - Miller * mutes (brass)	13
8th	21	- SCCJ, 1936-41 - " TRUMPET KINGS " Vid, Duke portion * Trumpet	14
	22	- * QUIZ - Duke * tenor saxophone	15
	23	- Mid-Term Exam review/summary	
9th	24	- MID-TERM EXAM (COULD be Fri or Wed, TBA ...) Have Scantron # 882 - E !	
	25	- Bebop - Mid Term exam return/review ? (or next class)	16
	26	- listening assignment, part of Mid-Term, due - cont. Bebop	17
10th	27	- see all of "CELEBRATING BIRD" Vid. __mini essay due ?	17/18
	28	- * QUIZ - interview, Diz - music of the late 50s - begin Cool	18
	29	- Cool ! - interview w/ Stan Getz * Horn	19
11th	30	- Hard Bop : small bands of the 1950s * Flute	20

31	-	* QUIZ	- see some of Ken Burns <u>Jazz</u> Vid.	20
32	-	music and small bands of the 1950s	- Mulligan * Bari sax	20

- 10 -

Mus 305 -- Jazz !

continued ...

[lost days / time : **FALL:** 12th week, Thanksgiving. --- **SPRING:** 10th week, Spring break !]

12th	33	- Monk	- Mingus	* Bass	
	34	- M J Q	- Third Stream	* vibes : option to play !	22
	35	- the early 1960s	- free jazz		23
		(ESSAY PAPER will be assigned in last three weeks; DUE t.b.a. !)			
13th	36	- Miles			21
	37	- * QUIZ	- guitarists	- fusion	* Guitar (s) 24
	38	- women in jazz	- violin	- vocal jazz groups & soloists	27
14th	39	- see pt. of Toshiko A.	"JAZZ IS MY NATIVE LANGUAGE" Vid.		25/26
	40	- modernists & groups	- latin jazz: interview w/ B. Velarde		25
	41	- latin jazz	- ? some "ROUTES of RHYTHM" Vid,	some of Pts 2 / 3	26
15th	42	- + see all of "A GREAT DAY IN HARLEM" Vid.			28
	43	- a few last examples of music ...		* QUIZ	29 & 30
	44	- REVIEW FOR THE FINAL EXAM; & a few last examples of music.			29 & 30
		___ issue Take-out Essay (due TBA, perhaps at Final Exam OR, at last classes)			
		___ Clarify either "JazzTalk" or "Jazz Family Tree" assignment, due at Final Exam.			

FINAL EXAM : for Fall 2010 -- per HSU official schedule, for a 11:00 am MWF class

The FALL 2010 Mus305 Final Exam is: Wednesday Dec. 15, @ 1020 - 1210

• **You will need Scan-tron sheets ! Get the right one : Scan-tron # 882 - E**

• **Plan on this time !**

In accordance with University scheduling, the final exam will be given as scheduled.

Plan NOW for end-of-semester travel; especially avoid plane flight conflicts ...
no excuses, especially flights / drives arranged by family or friends.

Early exams / late make-ups are not available because: tight scheduling (other exams and commitments); exams are revised and not printed until the day of the exam; and in fairness to other students (equality, in this case) and to the professor and his available time.

FINI