

UC 12156 12F

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013
[Signature]

Undergraduate Council
 New Course Course Change
 Core Category: Creat. Arts Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: MUSIC College: CLASS
2. Faculty Contact Person: Ryan Gabbart Telephone: 713-743-3191 Email: rgabbart@uh.edu
3. Course Information on New/Revised course:

- Instructional Area / Course Number / Long Course Title:
MUSI / 2302 / Listening to Jazz
- Instructional Area / Course Number / Short Course Title (30 characters max.)
MUSI / 2302 / LISTENING TO JAZZ
- SCH: 3.00 Level: SO CIP Code: 5009010003 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012
[Signature]

4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
____ / ____ / ____
- Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): _____
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
MUSI / 2302 / Listening to Jazz
 - Course ID: 46717 Effective Date (currently active row): 82310

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
Cr: 3. (3-0). Prerequisites: ENGL 1304 Description (30 words max.): Introduction to jazz listening and jazz history through the study of specific works in historical and cultural contexts.

10. Dean's Signature: _____ Date: 10/8/12

Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: **Moores School of Music**

Person Making Request: **Ryan Gabbart**

Telephone: **713-743-3191**

Email: **rgabbart@uh.edu**

Dean's Signature: _____

Date: **9/1/2012**

Course Number and Title: **MUSI 2302 – Listening to Jazz**

Please attach in separate documents:

- Completed CBM003 Add/Change Form with Catalog Description
- Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will be able to develop an objective set of criteria for listening to jazz music and establish methods of classifying jazz improvisations and historical innovations. Students will evaluate the significance of the aforementioned criteria by integrating with chronological events, sociological trends and common practices. Students should obtain an appreciation for the art of jazz music while also learning about the history of the music's evolution in the United States and understanding the impact of the music on popular culture.

Component Area for which the course is being proposed (check one):

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> American History |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Government/Political Science |
| <input type="checkbox"/> Language, Philosophy, & Culture | <input type="checkbox"/> Social & Behavioral Science |
| <input checked="" type="checkbox"/> Creative Arts | <input type="checkbox"/> Component Area Option |
| <input type="checkbox"/> Life & Physical Sciences | |

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

- | | |
|--|---|
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Teamwork |
| <input checked="" type="checkbox"/> Communication Skills | <input checked="" type="checkbox"/> Social Responsibility |
| <input type="checkbox"/> Empirical & Quantitative Skills | <input type="checkbox"/> Personal Responsibility |

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will be able to objectively critique jazz performances throughout history based on their comprehension of the music's common practices and innovations. Students will write a 3-4 page paper in which they formulate their point of view on the validity and significance of a particular artist's recordings through logical arguments and an objective analysis.

Communication Skills:

The communication skills requirement will be met both by the paper described above and the oral presentation described below.

Teamwork:

Student groups will present a short (7-10 minute) presentation to the class regarding a special topic in jazz history. The aim of this assignment is for students to explain the importance of jazz music in greater depth through discussion and conclusion of a case study assigned by the instructor. Students will submit an outline of the presentation via Blackboard citing references and duties of each group member.

Social Responsibility:

The group presentation assignment is to demonstrate students' comprehension of a particular sociological topic in jazz history, focusing on the historical impact of the music and its influence on culture. Examples of this include Nazism and jazz, the role of jazz in the civil rights movement or the adoption of jazz in European countries.

Will the syllabus vary across multiple section of the course?

Yes

No

If yes, list the assignments that will be constant across sections:

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

LISTENING TO JAZZ

MUSI 2302
9-10, MWF, Room 118

Ryan Gabbart
rgabbart@uh.edu

REQUIRED TEXT

Gridley, Mark C. *Concise Guide to Jazz*. 6th ed. Upper Saddle River, NJ: Pearson Education, 2010

PREREQUISITES

This course counts as a fulfillment of the Visual and Performing Arts requirement in the core curriculum. The only prerequisite for this course is ENGL 1304. The instructor reserves the right to drop any student without notice if they do not meet the prerequisites.

COURSE OBJECTIVES

- Give students a reference point from which to listen to jazz music. This will be done through a systematic process of listening to each selection in class.
- Establish an objective set of criteria for listening and classifying jazz music, improvisations and historical innovations.
- Explain the significance of the aforementioned criteria by cross-referencing with chronological events, sociological trends and common practices.
- Students should obtain an appreciation for the art of jazz music while also learning about the history of the music's evolution in the United States and understanding the impact of the music on popular culture.

GRADING POLICY

Exams and quizzes	50% of overall grade
Quizzes	5%
Exam #1	15%
Exam #2	15%
Final Exam	15%
Writing assignments	40% of overall grade
Listening Journal	10%
Record report	15%
Concert report	15%
Group presentation assignment	10% of overall grade

WRITING ASSIGNMENTS

A listening journal must be kept and turned in periodically every two weeks containing two detailed entries. The journal is a completion grade. Its purpose is to develop and keep track of your active listening skills as they pertain to jazz. ***Only jazz music can be discussed in this journal.*** In addition to the listening journal, students are required to write two separate 3-4 page papers on a full jazz album (60+ minutes) and a live jazz performance and give a listening report that entails the following:

- Analysis of the musical style in accordance with the discussed parameters established in class
- Discussion on the improvisation and types of tunes played, again relating to those discussed in class
- Relate the performance to historical trends and a particular artist's lineage, comment on where this music fits and why it is significant with respect to historical precedents
- Your reaction to each piece of music and to the concert/album as a whole
- All topics must be pre-approved by the instructor
- Further details and instructions will be given at a later date

GROUP PRESENTATION ASSIGNMENT

Student groups must present a short presentation to the class regarding a special topic in jazz history pertaining to the sociology and cultural background of the music in the United States and abroad.

- Students will team up to present a short (7-10 minute) presentation on a particular sociological topic in jazz history to be pre-determined by the instructor.
- Presentations will focus on the historical impact of the music and its influence on culture.
- An outline of the presentation must be turned in as well, citing references and duties of each member
- More details and a list of topics will provided at a later date.

CLASS PARTICIPATION, ATTENDANCE & COURSEWORK POLICY

Class participation includes listening to lectures, presentations, musical examples and actively participating in discussions. Consistent attendance and punctuality is essential.

- If you miss a class, it is your responsibility to recover what you missed from another classmate.
- Class notes will not be provided outside of class to any student.
- All course work must be turned in on time and no make-up exams will be available.
- Papers are due at the end of the class time on the day they are scheduled to be turned in *without exception*.

ACADEMIC DISHONESTY IS STRICTLY PROHIBITED

- 'Academic dishonesty' means employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the university or a course instructor to fulfill academic requirements. Academic dishonesty includes, but is not limited to, stealing, using 'crib notes,' securing another to take a test in the student's place, plagiarism, changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error, giving or receiving unauthorized aid during an examination and openly cheating in an examination.

- The sanctions for confirmed breaches of this policy shall be commensurate with the nature of the offense and with the record of the student regarding any previous infractions. Sanctions may include, but are not limited to: a lowered grade, failure on the examination or assignment in question, failure in the course, probation, suspension from the university, expulsion from the university, or a combination of these.

STUDENTS WITH DISABILITIES

- The University of Houston is committed to providing equal education opportunities for all its matriculated students. The University of Houston is committed to maintaining high quality educational and graduation standards for its undergraduate, graduate and professional students, as well as for its non-degree and post-baccalaureate students.
- The University of Houston complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic accommodations for students identified as disabled under the law. However, the University is committed to much more.
- The University of Houston also seeks to assist students with physical or psychological concerns that may interfere with their academic progress by timely referrals to campus and community resources. Finally, the University of Houston seeks to foster an academic environment of ongoing cooperation, communication and education among faculty, all of its students and staff regarding its commitment to students with disabilities.