# Conrad Grebel University College, University of Waterloo Department of Music MUSIC 240 Introduction to Jazz Winter 2023 Thursday, 6:00-8:50pm, CGR 1208

## Instructor Information

Instructor: Dr. Brian J. Lefresne

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## Course Description

Music 240 is an introductory survey of jazz repertoire, form and history.  
Spanning the approximate time period of c.1900 to the present, topics explored include  
the roots and development of jazz, the main periods and styles of jazz, lives of  
important jazz artists and composers, basic Blues form, basic forms of Jazz Standards  
and significant concurrent historical events.

## Course Goals and Learning Outcomes

Learning how to listen and what to listen for in jazz is the primary objective of this  
course. Additionally, students will learn about the social, political, and cultural aspects of jazz.

Upon completion of this course, students should be able to:

1. identify and be conversant in the main periods/styles of Jazz from c.1900 to the present  
   day.
2. listen to jazz music and identify two main forms and types of jazz songs: the blues and  
   jazz standards (American Popular Songs.)

## Identification of the main periods of Jazz

## Will be achieved by reading JAZZ 2nd Ed. by Scott DeVeaux and Gary Giddins and by listening to examples of music from these periods or “eras” of Jazz in music modules provided on LEARN

## Identification of Forms

## Will be achieved by listening to and reading about the composition of different types of Jazz songs

## Will be achieved by studying the listening guides provided in their Text book and doing listening exercises provided in the lecture slides.

## Required Text

* Scott DeVeaux & Gary Giddins, Jazz, 2nd ed.
* ISBN: 978-0-393-93706-0
* 1st edition or digital edition is also acceptable  
  Noted as Jazz on the course schedule

## Optional Text

* Robert Walser, ed., Keeping Time: Readings in Jazz History, 2nd ed.
* ISBN: 9780199765775
* 2nd edition; 1st edition is also acceptable
* Noted as KT on the course schedule

## Readings Available on LEARN

* Specific readings may be posted to Learn when appropriate. Please see course schedule for details.

## Course Requirements and Assessment

Information on course requirements and assessments.

| Assessment | Date of Evaluation (if known) | Weighting |
| --- | --- | --- |
| Content Quiz #1 | 9 Feb. | 20% |
| Content Quiz #2 | 9 Mar. | 20% |
| Listening Exercise #1 | 16 Mar. | 15% |
| Content Quiz #3 | 6 Apr. | 20% |
| Listening Exercise #2 | 10 Apr. | 25% |
| Total |  | 100% |

Content Quizzes may be online and/or a hybrid format

### Content Quizzes

Assessment of course materials that may be take the form of multiple choice, short answer, and/or listening identification.

### Listening Exercise #1: Identifying and Delineating Forms: 12 Bar Blues & Jazz Standards

This exercise can be considered to be a warm up or practice run for Listening Exercise #2  
  
• Step 1 – Listen to the assigned songs.  
• Step 2 – Identify the form of each song as being either 12 bar blues or 32 bar AABA Jazz Standard  
• Step 3 – For each song, make a separate flow chart that clearly shows:  
 a) the number of choruses  
 b) the parts of each chorus

### Listening Exercise #2: Create a Detailed Listening Guide

• Step 1 – Listen to the assigned song.  
 • Step 2 – List all the instruments you hear.   
– Name the rhythm section instruments   
– Name the solo instruments. (Do some instruments function as both rhythm section instruments and solo instruments?)   
• Step 3 – Identify the form of the song as being either 12 bar blues or 32 bar AABA Jazz Standard   
• Step 4 – Make a flowchart / timeline that clearly shows: a) the number of choruses b) the parts of each chorus c) what the rhythm section is doing d) what the solo instruments are doing e) what the drums are doing f) any other observations you have   
• Step 5 – Write a few paragraphs about this piece. (3 pages double-spaced MAX) Write a few paragraphs on the principal players, bandleader and/or composer. Write a few paragraphs describing what you like or dislike about this recording. Write a few paragraphs on how the exercise of making a flowchart of the song has affected the way you listen to music.

## Course Outline

| **Week** | **Date** | **Topic** | **Readings Due** |
| --- | --- | --- | --- |
| 1 | January 12 | Introduction: -Instruments -Form -Rhythm -Terminology -The Roots of Jazz | Jazz: Chapters 1-3  Optional: KT: #5, , #11 |
| 2 | January 19 | New Orleans 1920s New York Glossary / Keywords | Jazz: Chapters 4-5  Optional: KT:#1, 2, 3, 7, 16 |
| 3 | January 26 | Louis Armstrong Swing Era Begins | Jazz: Chapters 6-7  Optional: KT:# 18 |
| 4 | February 2 | American Popular Song “I Got Rhythm” The Swing Era Count Basie / Duke Ellington | Jazz: Chapters 8-10  Optional: KT:#24, 22, 26 |
| 5 | February 9 | The Swing Era Rhythm in Transition | Jazz: Chapter 10 cont.  Optional: KT:# 34, 23 |
| 6 | February 16 | Modern Jazz / Bebop | Jazz: Chapter 11  Optional: KT:#31, 32, 33 |
| 7 | March 2 | Cool Jazz / Hard Bop | Jazz: Chapter 12  Optional: KT:# 35, 37, 38, |
| 8 | March 9 | Jazz Composition; Miles Davis & John Coltrane | Jazz: Chapters 13-14  Optional: KT:#62, 41, 42, 43 |
| 9 | March 16 | The Avant Garde | Jazz: Chapter 15  Optional: KT:#44, 45, 46 |
| 10 | March 23 | Fusion Jazz | Jazz: Chapters 16-17  Optional: KT:#47, 48, 51 |
| 11 | March 30 | Historicisim/Asian & Indian Jazz | Jazz: Chapter 18  Optional: KT:#58, 60, 63, 64 |
| 12 | April 6 | Jazz Today | Jazz: Chapter 19  Optional: KT:#67, 68, 72 |

## Late Work

• Five percent will be immediately deducted if work is not submitted to the professor’s e-mail address by midnight on the due date.   
• Each subsequent day a quiz or project is late, it loses one percentage point.

## Information on Plagiarism Detection

Plagiarism will result in an automatic mark of F with no opportunity to re-do the assignment or make up the mark.

## Electronic Device Policy

Please be mindful of you how and when you used electrnic devices in the classroom. If electronic devices become a distraction you may be asked to turn off/close the device.

## Attendance Policy

It is in your best interest to attend all class sessions. Missed course content is the student’s responsibility.

## [Institutional-required statements](https://uwaterloo.ca/secretariat/committees-and-councils/senate-undergraduate-council/course-outline-requirements) for undergraduate course outlines approved by Senate Undergraduate Council, June 15, 2009 (updated June 2021)

### Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](https://uwaterloo.ca/academic-integrity/) for more information.

### Discipline

A student is expected to know what constitutes academic integrity to avoid committing an academic offence and to take responsibility for his/her actions. Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

### Grievance

A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

### Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

### Note for Students with Disabilities

[AccessAbility Services](https://uwaterloo.ca/disability-services/), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AcessAbility Services at the beginning of each academic term.

### Turnitin.com

## Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

## It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

## Faculty of Arts-required statements for undergraduate course outlines

### Cross-listed Course (if applicable)

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.