



# JAZZ10015 *History of Jazz 1*

## Term 1 - 2017

Profile information current as at 14/12/2025 06:34 am

All details in this unit profile for JAZZ10015 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

This unit introduces students to the history and cultural development of jazz music from its nineteenth-century origins in ragtime and blues through early jazz and swing. It focuses on prominent musicians, composers and repertoire, including the sociological and political events that influenced musical trends in jazz from the late 1800s to the 1930s.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 1 - 2017

- Distance
- Mackay

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 15%

#### 2. **Written Assessment**

Weighting: 15%

#### 3. **Written Assessment**

Weighting: 30%

#### 4. **In-class Test(s)**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Personal communication and course evaluations

##### Feedback

Students valued the online tutorials for FLEX students.

##### Recommendation

Continue offering these tutorials.

##### Action

More content and resources were offered online to compliment the unit textbook.

#### Feedback from Course evaluations

##### Feedback

Students commented positively regarding the Moodle site design and its ease of use.

##### Recommendation

Further refinement of the Moodle site for future offerings will occur to ensure the high standard of this course and continued ease of use in this course.

##### Action

The design of the Moodle site was further streamlined to enable ease of use.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Demonstrate knowledge of the musical repertoire studied and of its stylistic features, social and historical background, and chronological placement in the development of jazz. This knowledge will be based strongly on aural as well as written sources.
2. Demonstrate an understanding of musical and historical concepts through coherent presentation of information in research assignments, analysis and examinations.
3. Demonstrate an ability to comprehensively analyse a musical work through identification of form, style and primary compositional elements.
4. Demonstrate appropriate use of primary and secondary sources, including pertinent exemplification/illustration, selection of relevant data, complete and accurate documentation of sources used, correct use of language in written presentations.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 15%	•	•	•	•
2 - Written Assessment - 15%	•	•		•

Assessment Tasks	Learning Outcomes			
	1	2	3	4
3 - Written Assessment - 30%	•	•		

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving		•	•	
3 - Critical Thinking			•	
4 - Information Literacy	•	•		
5 - Team Work				
6 - Information Technology Competence		•		•
7 - Cross Cultural Competence	•	•		
8 - Ethical practice				•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 15%	•	•	•	•		•	•	•		
2 - Written Assessment - 15%	•	•	•	•		•	•	•		
3 - Written Assessment - 30%	•	•	•	•		•	•	•		
4 - In-class Test(s) - 40%	•	•	•	•						

## Textbooks and Resources

### Textbooks

JAZZ10015

#### Prescribed

##### **Jazz - A History**

Edition: 2nd edn (1993)

Authors: Tirro, F

W W Norton & Co

New York , NY , USA

ISBN: B00CQTGGRO

Binding: Paperback

JAZZ10015

#### Prescribed

##### **Jazz Styles History and Analysis**

Edition: 11th edn (2011)

Authors: Gridley, M

Pearson Higher Ed USA

Upper Saddle River , NJ , USA

ISBN: 020503683X

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Jason Smyth-Tomkins** Unit Coordinator

[j.smyth-tomkins@cqu.edu.au](mailto:j.smyth-tomkins@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: The Elements of Jazz	Jazz Styles - History and Analysis: Chapter 1, 2 and 3	

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: The Elements of Jazz	Jazz Styles - History and Analysis: Chapter 1, 2 and 3	

**Week 3 - 20 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Jazz Origins (1800 - 1900)	Jazz Styles - History and Analysis: Chapter 4  JAZZ - A History: Chapter 1, 2 & 3	

**Week 4 - 27 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Jazz Origins (1800 - 1900)	Jazz Styles - History and Analysis: Chapter 4  JAZZ - A History: Chapter 1, 2 & 3	

**Week 5 - 03 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Jazz Origins (1800 - 1900)	Jazz Styles - History and Analysis: Chapter 4  JAZZ - A History: Chapter 1, 2 & 3	

**Vacation Week - 10 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Minor Research Assignment 1</b> Due: Vacation Week Monday (10 Apr 2017) 11:45 pm AEST

**Week 6 - 17 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Early Jazz (1895 - 1920)	Jazz Styles - History and Analysis: Chapter 5  JAZZ - A History: Chapter 4 & 5	

**Week 7 - 24 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Early Jazz (1895 - 1920)	Jazz Styles - History and Analysis: Chapter 5  JAZZ - A History: Chapter 4 & 5	

**Week 8 - 01 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Early Jazz (1895 - 1920)	Jazz Styles - History and Analysis: Chapter 5  JAZZ - A History: Chapter 4 & 5	<b>Minor Research Assignment 2</b> Due: Week 8 Tuesday (2 May 2017) 11:45 pm AEST

**Week 9 - 08 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Swing - The Golden Age of Jazz (1920 - 1945)	Jazz Styles - History and Analysis: Chapter 6 - 9 JAZZ - A History: Chapter 6	

**Week 10 - 15 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Swing - The Golden Age of Jazz (1920 - 1945)	Jazz Styles - History and Analysis: Chapter 6 - 9 JAZZ - A History: Chapter 6	

**Week 11 - 22 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Swing - The Golden Age of Jazz (1920 - 1945)	Jazz Styles - History and Analysis: Chapter 6 - 9 JAZZ - A History: Chapter 6	

**Week 12 - 29 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Revision		<b>Major Research Assignment</b> Due: Week 12 Friday (2 June 2017) 11:45 pm AEST

**Review/Exam Week - 05 Jun 2017**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Exam Week - 12 Jun 2017**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>In-class test (History and Listening)</b> Due: Exam Week Friday (16 June 2017) 5:00 pm AEST

## Assessment Tasks

### 1 Minor Research Assignment 1

**Assessment Type**

Written Assessment

**Task Description**

Students are required to submit 2 minor research assignments during the term focused on aspects of jazz history between the early origins of jazz and the swing era. For this assessment item, choose **one (out of those listed below)** of the short essay topics relating to *Origins of Jazz*, *Early Jazz* and *Swing* and provide a **1000 - 1500 word** written response to each chosen topic.

**Topic 1**

Describe how jazz began. What pre-existing cultures influenced jazz? In what way did these traits contribute to form jazz? Give specific examples.

**Topic 2**

The history of African Americans is largely the story of their struggle for freedom and equality. Discuss how this impacted on early jazz and swing, and cite the musicians and groups that helped to bridge the gap between the races.

**Topic 3**

New Orleans was fertile ground for the birthplace of jazz at the turn of the century. What type of city was it and what elements contributed to the flourishing of this new music?

**Topic 4**

How did dixieland differ from the blues? How did it differ from ragtime? What made it popular? Include instrumentation and the type of interaction between the various players. Why did the American public eventually lose interest in Dixieland?

**Topic 5**

In the swing (big band) era, jazz was popular music. While the instrumentalists dominated there were a number of important vocalists. Discuss the main artists and the role of the vocalist in the swing era.

**Topic 6**

The timing in America was right for the growth of swing. What was it about swing that made it popular to Americans? What were the performance opportunities for swing and how did this help spread its growth?

**Assignment presentation:**

- Use 12 point Times New Roman font
- 1.5 spacing for the body of the assignment
- You may use sub-headings to organise your assignment clearly
- You may refer to Youtube clips to demonstrate aspects of your discussion and reference appropriately
- Include in-text references
- Include a comprehensive reference list in APA style (6th Edition)
- All excerpts from URLs for music scores or recorded examples should include an in-text reference, and full details

included in the Reference List.

### Assessment Due Date

Vacation Week Monday (10 Apr 2017) 11:45 pm AEST

### Return Date to Students

Week 7

### Weighting

15%

### Assessment Criteria

- 10% - Appropriateness of introduction & conclusion
- 10% - Quality of structure and organisation of sections
- 20% - Relevance of content
- 20% - Ability to write in a clear and coherent manner
- 20% - Accuracy of spelling, vocabulary and grammatical structure
- 10% - Depth of research and evidence of wide reading
- 10% - Accuracy of reference list and in-text referencing

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

Submit through course Moodle website

### Learning Outcomes Assessed

- Demonstrate knowledge of the musical repertoire studied and of its stylistic features, social and historical background, and chronological placement in the development of jazz. This knowledge will be based strongly on aural as well as written sources.
- Demonstrate an understanding of musical and historical concepts through coherent presentation of information in research assignments, analysis and examinations.
- Demonstrate an ability to comprehensively analyse a musical work through identification of form, style and primary compositional elements.
- Demonstrate appropriate use of primary and secondary sources, including pertinent exemplification/illustration, selection of relevant data, complete and accurate documentation of sources used, correct use of language in written presentations.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Minor Research Assignment 2

### Assessment Type

Written Assessment

### Task Description

Students are required to submit 2 minor research assignments during the term focused on aspects of jazz history between the early origins of jazz and the swing era. Choose **one (out of those listed below)** of the short essay topics relating to *Origins of Jazz*, *Early Jazz* and *Swing* and provide a **1000 - 1500 word** written response to each chosen topic.

#### Topic 1

Describe how jazz began. What pre-existing cultures influenced jazz? In what way did these traits contribute to form jazz? Give specific examples.

#### Topic 2

The history of African Americans is largely the story of their struggle for freedom and equality. Discuss how this impacted on early jazz and swing, and cite the musicians and groups that helped to bridge the gap between the races.



**Topic 3**

New Orleans was fertile ground for the birthplace of jazz at the turn of the century. What type of city was it and what elements contributed to the flourishing of this new music?

**Topic 4**

How did dixieland differ from the blues? How did it differ from ragtime? What made it popular? Include instrumentation and the type of interaction between the various players. Why did the American public eventually lose interest in Dixieland?

**Topic 5**

In the swing (big band) era, jazz was popular music. While the instrumentalists dominated there were a number of important vocalists. Discuss the main artists and the role of the vocalist in the swing era.

**Topic 6**

The timing in America was right for the growth of swing. What was it about swing that made it popular to Americans? What were the performance opportunities for swing and how did this help spread its growth?

**Assignment presentation:**

- Use 12 point Times New Roman font
- 1.5 spacing for the body of the assignment
- You may use sub-headings to organise your assignment clearly
- You may refer to Youtube clips to demonstrate aspects of your discussion and reference appropriately
- Include in-text references
- Include a comprehensive reference list in APA style (6th Edition)
- All excerpts from URLs for music scores or recorded examples should include an in-text reference, and full details included in the Reference List.

**Assessment Due Date**

Week 8 Tuesday (2 May 2017) 11:45 pm AEST

**Return Date to Students**

Week 10

**Weighting**

15%

**Assessment Criteria**

- 10%** - Appropriateness of introduction & conclusion
- 10%** - Quality of structure and organisation of sections
- 20%** - Relevance of content
- 20%** - Ability to write in a clear and coherent manner
- 20%** - Accuracy of spelling, vocabulary and grammatical structure
- 10%** - Depth of research and evidence of wide reading
- 10%** - Accuracy of reference list and in-text referencing

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

Submit through course Moodle website

**Learning Outcomes Assessed**

- Demonstrate knowledge of the musical repertoire studied and of its stylistic features, social and historical background, and chronological placement in the development of jazz. This knowledge will be based strongly on aural as well as written sources.
- Demonstrate an understanding of musical and historical concepts through coherent presentation of information in research assignments, analysis and examinations.
- Demonstrate appropriate use of primary and secondary sources, including pertinent exemplification/illustration, selection of relevant data, complete and accurate documentation of sources used, correct use of language in written presentations.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

### 3 Major Research Assignment

#### Assessment Type

Written Assessment

#### Task Description

For this assessment task students are required to write a **2000 - 2500 word** written assignment. In completing this task, choose **one** of the following topics.

##### Topic 1

The Count Basie Orchestra were very influential in defining the rhythm section sound. Discuss the individual members of this rhythm section (Count Basie, Freddie Green, Walter Page and Papa Joe Jones) and the contribution each of these musicians made to the development of the big band rhythm section.

##### Topic 2

The Duke Ellington Orchestra is one the most important bands in the history of jazz. Discuss its significance, outlining the main players of the ensemble and their contribution. Include a brief biographical introduction to Duke Ellington and a discussion of his compositional and arranging practises.

##### Topic 3

Throughout history, jazz has had a close link with dance. Discuss this relationship prior to the bebop movement of 1945. Include important venues, bands, musicians, dancers and dances. Also discuss major American historical events that impacted upon this relationship.

#### Assignment presentation:

- Use 12 point Times New Roman font
- 1.5 spacing for the body of the assignment
- You may use sub-headings to organise your assignment clearly
- You may refer to Youtube clips to demonstrate aspects of your discussion and reference appropriately
- Include in-text references
- Include a comprehensive reference list in APA style (6th Edition)
- All excerpts from URLs for music scores or recorded examples should include an in-text reference, and full details included in the Reference List.

#### Assessment Due Date

Week 12 Friday (2 June 2017) 11:45 pm AEST

#### Return Date to Students

End of term

#### Weighting

30%

#### Assessment Criteria

- 10%** - Appropriateness of introduction & conclusion
- 10%** - Quality of structure and organisation of sections
- 20%** - Relevance of content
- 20%** - Ability to write in a clear and coherent manner
- 20%** - Accuracy of spelling, vocabulary and grammatical structure
- 10%** - Depth of research and evidence of wide reading
- 10%** - Accuracy of reference list and in-text referencing

#### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### Submission

Online

#### Submission Instructions

Submit through course Moodle website

## Learning Outcomes Assessed

- Demonstrate knowledge of the musical repertoire studied and of its stylistic features, social and historical background, and chronological placement in the development of jazz. This knowledge will be based strongly on aural as well as written sources.
- Demonstrate an understanding of musical and historical concepts through coherent presentation of information in research assignments, analysis and examinations.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 4 In-class test (History and Listening)

### Assessment Type

In-class Test(s)

### Task Description

This assessment item involves students undertaking an in-class test that examines the students' knowledge of the historical content presented in this unit.

1. **MKY:** Class test schedules will be posted on the Moodle unit website.
2. Distance students may sit their in-class test (Assessment Task 4) on campus (in Mackay) or may nominate an invigilator in their local location. Please see the Moodle site for further information.

### Assessment Due Date

Exam Week Friday (16 June 2017) 5:00 pm AEST

### Return Date to Students

End of term

### Weighting

40%

### Assessment Criteria

Students are assessed on the accuracy of their responses to questions presented in the in-class test.

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Offline

### Submission Instructions

Class tests schedules will be posted on the Moodle website. Distance students must supply the name and address of an invigilator to the Unit Coordinator (Jason Smyth-Tomkins) by the end of Week 5.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem