



JAZZ10015 *History of Jazz 1*

Term 1 - 2021

Profile information current as at 20/05/2024 04:16 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 - 2021

- Mackay
- Online

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

Feedback

Moodle content / lecture recordings

Recommendation

The delivery of lectures for this unit will remain online, with the recording of lectures linked within the unit Moodle site, for revision / reference.

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%	•	•		•
3 - Written Assessment - 30%	•	•		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 Styles History and Analysis

Edition: 11th edn (2011)

Authors: Gridley, M

Pearson Higher Ed USA

Upper Saddle River , NJ , USA

ISBN: 020503683X

Binding: Paperback

JAZZ10015

Supplementary

Jazz - A History

Edition: 2nd edn (1993)

Authors: Tirro, F

W W Norton & Co

New York , NY , USA

ISBN: B00CQTGGRO

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Jason Smyth-Tomkins Unit Coordinator
j.smyth-tomkins@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Elements of jazz	Chapter 1, 2 & 3 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA.	

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 1: Elements of Jazz	Chapter 1, 2 & 3 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA.	
Week 3 - 22 Mar 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Jazz Origins (1800 - 1900)	Chapter 4 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA. Chapter 1, 2 & 3 Tirro, F. (1993). Jazz – a history. New York, NY: USA.	
Week 4 - 29 Mar 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Jazz Origins (1800 - 1900)	Chapter 4 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA. Chapter 1, 2 & 3 Tirro, F. (1993). Jazz – a history. New York, NY: USA.	
Week 5 - 05 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Jazz Origins (1800 - 1900)	Chapter 4 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA. Chapter 1, 2 & 3 Tirro, F. (1993). Jazz – a history. New York, NY: USA.	Early jazz and its origins Due: Week 5 Friday (9 Apr 2021) 11:45 pm AEST
Vacation Week - 12 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 19 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Early Jazz (1895 - 1920)	Chapter 5 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA. Chapter 4 & 5 Tirro, F. (1993). Jazz – a history. New York, NY: USA.	
Week 7 - 26 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Early Jazz (1895 - 1920)	Chapter 5 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA. Chapter 4 & 5 Tirro, F. (1993). Jazz – a history. New York, NY: USA.	
Week 8 - 03 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic

Topic 3: Early Jazz (1895 - 1920)			Chapter 5 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA. Chapter 4 & 5 Tirro, F. (1993). Jazz – a history. New York, NY: USA.
Week 9 - 10 May 2021			
Module/Topic	Chapter	Events and Submissions/Topic	
Topic 4: Swing - The Golden Age of Jazz (1920 - 1945)	Chapter 6 - 9 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA. Chapter 6 Tirro, F. (1993). Jazz – a history. New York, NY: USA.	Freedom and the sound of swing Due: Week 9 Friday (14 May 2021) 11:45 pm AEST	
Week 10 - 17 May 2021			
Module/Topic	Chapter	Events and Submissions/Topic	
Topic 4: Swing - The Golden Age of Jazz (1920 - 1945)	Chapter 6 - 9 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA. Chapter 6 Tirro, F. (1993). Jazz – a history. New York, NY: USA.		
Week 11 - 24 May 2021			
Module/Topic	Chapter	Events and Submissions/Topic	
Topic 4: Swing - The Golden Age of Jazz (1920 - 1945)	Chapter 6 - 9 Gridley, M. (2011). Jazz styles history and analysis. Upper Saddle River, NJ: USA. Chapter 6 Tirro, F. (1993). Jazz – a history. New York, NY: USA.		
Week 12 - 31 May 2021			
Module/Topic	Chapter	Events and Submissions/Topic	
Revision			
Review/Exam Week - 07 Jun 2021			
Module/Topic	Chapter	Events and Submissions/Topic	
		The Count and The Duke Due: Review/Exam Week Friday (11 June 2021) 11:45 pm AEST	
Exam Week - 14 Jun 2021			
Module/Topic	Chapter	Events and Submissions/Topic	

Assessment Tasks

1 Early jazz and its origins

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 and Early Jazz* and provide a **1000 - 1500 word** written response to

each chosen topic.

Topic 1

Describe how jazz began by examining the pre-existing cultures that influenced jazz. In what way did these cultural traits contribute to form early jazz? Give specific examples. Provide appropriate transcriptions, score samples and URL's for audio excerpts to support your research.

Topic 2

New Orleans was fertile ground for the birthplace of jazz at the turn of the 20th century. What type of city was it and what elements contributed to the flourishing of this new music? Provide appropriate transcriptions, score samples and URL's for audio excerpts to support your research.

Topic 3

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? Provide appropriate transcriptions, score samples and URL's for audio excerpts to support your research.

Assignment presentation:

- Include your name, student number and chosen topic
- Must use 12 point Times New Roman font
- Must use 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, adhering to the CQUniversity APA Style Guide
- All excerpts from URLs for music scores or recorded audio/video examples should include an in-text reference, and full details included in the reference list.
- Submit Microsoft Word (.docx) documents only.

***The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.**

Assessment Due Date

Week 5 Friday (9 Apr 2021) 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 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit through unit 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 Freedom and the sound of swing

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 *Early Jazz* and *Swing* and provide a **1000 - 1500 word*** written response to each chosen topic.

Topic 1

The history of African Americans is largely the story of their struggle for freedom and equality. Discuss how this impacted on the development of early jazz and swing and identify the musicians and groups that helped to bridge the gap between the races. Provide appropriate transcriptions, score samples and URL's for audio excerpts to support your research.

Topic 2

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

Topic 3

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:

- Include your name, student number and chosen topic
- Must use 12 point Times New Roman font
- Must use 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, adhering to the CQUniversity APA Style Guide
- All excerpts from URLs for music scores or recorded audio/video examples should include an in-text reference, and full details included in the reference list.
- Submit Microsoft Word (.docx) documents only.

***The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.**

Assessment Due Date

Week 9 Friday (14 May 2021) 11:45 pm AEST

Return Date to Students

Week 11

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 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit through unit 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 The Count and The Duke

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 the All-American 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. Provide appropriate score samples and URL's for audio excerpts to support your research.

Topic 2

The Duke Ellington Orchestra is one the most important bands in the history of jazz. Discuss the significance of this group, focusing on **three (3) key musicians*** of the ensemble and their contribution. Include a **brief** biographical introduction to Duke Ellington and an **in-depth** discussion of the **four (4) periods**** of his compositional and arranging practices. Provide appropriate score samples and URL's for audio excerpts to support your research.

*** Other than Duke Ellington, discuss the contribution of 3 key players from this list:** Cootie Williams, Barney Bigard, Johnny Hodges, Ben Webster, Harry Carney, Cat Anderson, Juan Tizol, Joe "Tricky Sam" Nanton or Jimmy Blanton.

**** The four periods of Ellington's compositional history you must discuss are:** "Jungle Sounds Era", "Mood Era, "Concerto Era" and the "Blanton-Webster Era".

Assignment presentation:

- Include your name, student number and chosen topic
- Must use 12 point Times New Roman font
- Must use 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, adhering to the CQUniversity APA Style Guide
- All excerpts from URLs for music scores or recorded audio/video examples should include an in-text reference, and full details included in the reference list.
- Submit Microsoft Word (.docx) documents only.

***The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text**

references and direct quotations.

Assessment Due Date

Review/Exam Week Friday (11 June 2021) 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 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit through unit 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 and listening content presented in this unit.

- Mackay students: in-class test schedules will be posted on the Moodle unit website.
- Distance students: in-class tests will be invigilated online by the unit coordinator.

Assessment Due Date

Mackay students: The in-class test will be scheduled during the standard examination period | Online students: The in-class test will be scheduled in consultation with the Unit Coordinator and completed during the standard examination period.

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. This assessment item tests students' knowledge of influential artists of this period, aural awareness of artists and ensembles, historical, musical and stylistic characteristics and major historical events (musical and non-musical) of this period.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

In-class test schedules will be posted on the Moodle website.

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