

# COURSE APPROVAL/CHANGE DOCUMENT

(See back of form for instructions)

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1. ADDITION \_\_\_ REVISION \_\_\_ TERMINATION \_\_\_

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2. IF REVISION: denote changes (i.e. Title only; Title, CIP and Description; etc.):

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3. COURSE NUMBER \_\_\_

4. COURSE TITLE \_\_\_\_\_

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5. IF REVISION: Previous Course No. \_\_\_\_\_ Previous Title \_\_\_\_\_

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6. FOR ADDITIONS AND REVISIONS -  
FIRST TERM/YEAR TO BE OFFERED:

Fall\_\_\_ Spring\_\_\_ Summer\_\_\_ Term\_\_\_\_\_

7. FOR TERMINATIONS ONLY -  
LAST TERM/YEAR TO BE OFFERED:

Fall\_\_\_ Spring\_\_\_ Summer\_\_\_ Term\_\_\_\_\_

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8. COLLEGE:

9. DEPARTMENT NAME:

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10. CIP CODE (Classification of Instructional Program / US Bureau of Labor Statistics): \_\_\_\_\_

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11. FIXED CREDIT HOURS: YES\_\_\_ NO\_\_\_

\_\_\_ Total Credit Hours

\_\_\_ Lec Contact Hours

\_\_\_ Lab Contact Hours

\_\_\_ Other Contact Hours

12. VARIABLE CREDIT HOURS: YES\_\_\_ NO\_\_\_

\_\_\_ Min Total Credit Hours \_\_\_ Max Total Credit Hours

\_\_\_ Min Lec Contact Hours \_\_\_ Max Lec Contact Hours

\_\_\_ Min Lab Contact Hours \_\_\_ Max Lab Contact Hours

\_\_\_ Min Other Contact Hours \_\_\_ Max Other Contact Hours

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13. CAN THIS COURSE BE TAKEN FOR ADDITIONAL CREDIT: YES\_\_\_ NO\_\_\_ If YES, total number of times course can be taken \_\_\_\_\_

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14. MAXIMUM ENROLLMENT ALLOWED FOR COURSE: \_\_\_\_\_ Justification of maximum enrollment:

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15. CLASS SCHEDULE TYPE/ FACULTY WORKLOAD: Choose appropriate schedule type:

Faculty Workload: \_\_\_\_\_

Class schedule type justification:

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16. COURSE LEVEL:

17. GRADE TYPE:

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18. DEVELOPMENTAL COURSE: YES\_\_\_ NO\_\_\_

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19. CROSS-LISTED COURSE:

YES\_\_\_ WITH \_\_\_\_\_ NO\_\_\_

20. SPECIAL COURSE FEE? (Must be Board approved)

YES\_\_\_ Amount \$ \_\_\_\_\_ NO\_\_\_

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21. Required faculty qualifications to teach this course:

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22. GENERAL EDUCATION COURSE: YES \_\_\_\_\_ NO \_\_\_\_\_

If yes, please select one general education category:

If yes, please select up to three general education learning goals that reflect the priorities for student learning in the course. Please rank these in priority order, i.e. 1,2,3 by inserting the numbers/rankings into the boxes:

- \_\_\_ General Education Learning Goal 1: Ethical Reasoning
- \_\_\_ General Education Learning Goal 2: Global Learning
- \_\_\_ General Education Learning Goal 3: Information Literacy
- \_\_\_ General Education Learning Goal 4: Written Communication
- \_\_\_ General Education Learning Goal 5: Oral Communication
- \_\_\_ General Education Learning Goal 6: Critical Thinking
- \_\_\_ General Education Learning Goal 7: Quantitative Literacy

If the proposed new or revised course is a General Education course, please provide a short rationale why this course should be considered as a general education course.

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Attach the following:

- a) Class syllabus using the syllabus template.
- b) Memo from Library Dean assessing available and needed library resources and services.
- c) If applicable, memos from Department Chair(s) in affected department(s) stating support or that issues/conflicts are resolved.

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COURSE APPROVAL SIGNATURES

Department Chairperson

Dean of Kent Library

College Council

Educator Preparation Committee

General Education Council

Graduate Council

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To obtain the next signature, save the pdf to your desktop and then email the form as an attachment to the next individual for signing. When submitting the form, the **email must come from your Southeast email account.**

**Registrar's Office Use Only**

SCACRSE \_\_\_\_\_ Degree Audit \_\_\_\_\_ Bulletin \_\_\_\_\_ Degree Map \_\_\_\_\_ SHATATR \_\_\_\_\_

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## Instructions for Completing Course Approval/Change Document

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1. Is the course an Addition, Revision or Termination?
2. If Revision: Please list changes being made to course such as title change; or title, CIP, and description change, etc.
3. Course Number: Two letters (choose discipline from drop down menu) and three numbers (i.e., EN 140). For course additions, ask for a list of available course numbers from the Registrar's Office.
4. Course Title: Full title of course.
5. If Revision: Indicate previous course number and/or title if change has been made. A new course number must be used if the revised course is not equivalent to the previous course offered.
6. For Additions and Revisions-First Semester/Year To Be Offered: Indicate first semester/year course is to be offered or when changes to the revised course will be put into place.
7. For Terminations Only-Last Semester/Year To Be Offered: Indicate last semester/year course is to be offered. For course terminations skip questions 10-22.
8. College Name: Choose the College Name from drop down menu. UI/IU courses belong to the Provost.
9. Department Name: Choose the Department Name from drop down menu. UI/IU courses belong to the Provost.
10. CIP Code: Enter six digit code number. Contact Institutional Research for information.
11. Fixed Credit Hours: Enter the total credit hours student will earn for course. Lecture, Lab, and/or Other Contact Hours should be completed as appropriate. Lecture contact hours should equal the student credit hours earned for the lecture component of the class. Lab contact hours will in most cases be entered as a 2 to 1 ratio (2 contact hours equals 1 student credit hour) for the lab component of the class. Other Contact hours will be entered for field experience courses, internships, practicums, etc.
12. Variable Credit Hours: If course is variable credit hour, indicate total minimum hours and total maximum hours for which credit can be received. Indicate minimum and maximum lecture, lab, and/or other contact hours as appropriate. See 10 for more detailed instructions.
13. Can This Course be Taken for Additional Credit: Indicate if students will be allowed to enroll in this course more than once for additional credit. NOTE: If the course allows for multiple repeats, it is outside the normal repeat procedure. If a student making a grade of 'D' or 'F' wants to repeat the course for a better grade, special handling is required.
14. Maximum enrollment allowed for course: Indicate the total number of students allowed to enroll in this course and the justification for that maximum.
15. Class Schedule Type/Faculty Workload: See Class Schedule Types sheet on Document Share for appropriate type of course and faculty workload.
16. Course Level: Choose appropriate course level from drop down menu. 500 level courses are mixed undergraduate/graduate.
17. Grade Type: Indicate if course is standard grade (A, B, C, etc.) or Credit/No Credit
18. Developmental Course: Indicate if course is to be offered for degree credit or developmental credit.
19. Cross-listed Course: List course that is cross-listed across disciplines (e.g., PY120/CF120)
20. Special Course Fee: Indicate course fee amount as approved by Board of Regents
21. Required faculty qualifications: What are the degrees, areas of specialty, and/or other characteristics of a faculty member that would qualify them to teach this course.
22. General Education Course: Choose NO, or the category in which the course falls and the general learning goals.

**MU327 – Jazz History**  
Southeast Missouri State University

**Course Description**

This course studies what jazz music represents, the historical creation of jazz and the great jazz masters and their music from the early African and European influences to contemporary trends. (3 credits)

**Fall 20XX**

Schedule: MWF 9:30-10:20

Final Exam: TBD

Instructor: Dr. Joseph L. Jefferson

Office: RCS 356

Office Hours: TBA

Office Telephone: 573-651-2398

Email: [jjefferson@semo.edu](mailto:jjefferson@semo.edu)

**Concerns:** Questions, comments or requests regarding this course or program should be taken to your Instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Kevin Hampton, Department of Music Chair, or Mrs. Rhonda Stilson, Dean of the Holland School of Arts and Media.

**Course Learning Objectives**

1. Students will be able to identify and discuss elements of jazz which define style, genre, and period.
2. Students will be able to define elements of jazz related to African American, Western European, and Latin experiences.
3. Students will be able to identify jazz artists connected with various styles and periods of jazz.
4. Students will demonstrate an understanding of the historical and social issues relevant to the development of the various styles of jazz.

**Required Materials**

- *Jazz Essential Listening by Scott Deveaux – ISBN: 978-0-393-93563-9., published by Norton.* (Do not purchase any CDs for this online course. All musical excerpts and videos are provided and posted on Moodle.)
- A working computer set up with internet access
- A media player

**Grading**

All assessments will be combined for one total grade. There will be no extra credit projects; you must put all your efforts on the assignments, quizzes and exams.

- Validation Assignment = 20 points
  - Discussion Board Activity I = 20 Points
  - Discussion Board Activity II = 35 Points
  - Weekly Quizzes = 20 points each (Total 220 Points)
  - Jazz Comparison Report = 40 points
  - Final exam = 65 Points
- TOTAL: 400 points possible

## COURSE SCHEDULE

NOTE: This schedule is subject to change.

Weeks	TOPIC	READINGS	ASSIGNMENTS
	Part I Materials of Music	Read course summary overview.	
<b>1</b>	<b>Course Overview</b> <b>Part 1:</b> Musical Orientation.  <b>Chapter 1:</b> Musical Elements and Instruments	Part One: p. 2-6  Ch. 1. Pg. 7-20	1. Take the <b>Musical Elements and Instruments</b> Quiz. 2. Complete the <b>Validation Assignment</b> . 3. Complete the assigned readings. 3. Review Listening Guide.
<b>2</b>	<b>Chapter 2:</b> Jazz Form and Improvisation	Part One: Ch. 2, p. 21-35	1. Take <b>Jazz Form and Improvisation</b> Quiz. 2. View the PowerPoint. 3. Complete the assigned readings. 4. Review Listening Guide.
<b>3</b>	<b>Part II: Early Jazz</b>  <b>Chapter 3:</b> The Roots of Jazz	Part Two: p. 36 -40  Ch. 3, p. 41-56	1. Take <b>The Roots of Jazz</b> Quiz. 2. View the PowerPoint. 3. Complete the assigned readings. 4. Review Listening Guide.
<b>4</b>	<b>Chapter 4:</b> New Orleans	Part Two: Ch. 4, p. 57-76	1. Take the <b>New Orleans</b> Quiz 2. View the PowerPoint. 3. Complete the assigned readings. 4. Review Listening Guide.
<b>5</b>	<b>Chapter 5:</b> New York in the 1920s	Part Two: Ch. 5, p. 77-96	1. Take the <b>New York in the 1920s</b> Quiz. 2. <b>Complete Discussion Board # I.</b> Report on Jazz Video. 3. View the PowerPoint. 4. Complete the assigned readings. 5. Review Listening Guide.

<b>6</b>	<b>Chapter 6:</b> Louis Armstrong and the First Great Soloist	Part Two: Ch. 6, p. 97-117	<ol style="list-style-type: none"> <li>1. Take the <b>Louis Armstrong and the First Great Soloist Quiz</b>.</li> <li>2. <b>Complete Discussion Board Activity I</b>.</li> <li>2. View the PowerPoint.</li> <li>3. Complete the assigned readings.</li> <li>4. Review Listening Guide.</li> </ol>
<b>7</b>	<b>Part: III</b> <b>Chapter 7:</b> Swing Bands	Part Three: Ch. 7, p. 118-140	<ol style="list-style-type: none"> <li>1. Take the <b>Swing Bands Quiz</b>.</li> <li>2. View the PowerPoint.</li> <li>3. Complete the assigned readings.</li> <li>4. Review Listening Guide.</li> </ol>
<b>8</b>	<b>Chapter 8:</b> Count Basie and Duke Ellington	Part Three: Ch. 8, p. 141-164	<ol style="list-style-type: none"> <li>1. Take the <b>Count Basie and Duke Ellington Quiz</b>.</li> <li>2. <b>Complete Discussion Board # II</b>.</li> <li>3. View the PowerPoint.</li> <li>5. Complete the assigned readings.</li> <li>4. Review Listening Guide.</li> </ol>
<b>9</b>	<b>Chapter 9:</b> A World of Soloists  <b>Chapter 10:</b> Rhythm in Transition	Part Three: Ch. 9, p. 165-186  Ch. 10, p. 187-201	<ol style="list-style-type: none"> <li>1. Take the <b>A World of Soloists and Rhythm in Transition Quizzes</b>.</li> <li>2. View the PowerPoint.</li> <li>3. Complete the assigned readings.</li> <li>4. Review Listening Guide.</li> </ol>
<b>10</b>	<b>Part IV:</b>  <b>Chapter 10:</b> Rhythm in Transition	Part Four:  Ch. 10, p. 187-201	<ol style="list-style-type: none"> <li>1. Take the <b>Rhythm in Transition Quiz</b>.</li> <li>2. View the PowerPoint.</li> <li>3. Complete the assigned readings.</li> <li>4. Review Listening Guide.</li> </ol>
<b>11</b>	<b>Chapter 11:</b> Modern Jazz	Part Four:  Ch. 11, p. 202-234	<ol style="list-style-type: none"> <li>1. Take the <b>Modern Jazz Quiz</b>.</li> <li>2. View the PowerPoint.</li> <li>3. Complete the assigned readings.</li> <li>4. Review Listening Guide.</li> </ol>
<b>12</b>	<b>Chapter 12:</b> The 1950's: Cool Jazz and Hard Bebop	Part Four: Ch. 12, p. 235-258	<ol style="list-style-type: none"> <li>1. Take the <b>Cool Jazz and Hard Bop Quiz</b>.</li> <li>2. View the PowerPoint.</li> <li>3. Complete the assigned readings.</li> <li>4. Review Listening Guide.</li> </ol>
<b>13</b>	<b>Chapter 13:</b> Jazz Composition in the 1950s	Part Four: Ch. 13, p.259-276	<ol style="list-style-type: none"> <li>1. Take the <b>Jazz Composition in the 1950s Quiz</b>.</li> <li>2. View the PowerPoint.</li> <li>3. Complete the assigned readings.</li> <li>4. Review Listening Guide.</li> </ol>
<b>14</b>	<b>Chapter 14:</b> Modality: Miles and John Coltrane	Ch. 14, p. 277-301	<ol style="list-style-type: none"> <li>1. Take the <b>Modality: Miles and John Coltrane Quiz</b>.</li> <li>2. View the PowerPoint.</li> <li>3. Complete the assigned readings.</li> <li>4. Review Listening Guide.</li> </ol>

15	Final Exam Review		<p><b>1. Submit the Jazz Artist Comparison Reports.</b> You may submit it at any time during the semester. <b><u>NO Submissions will be accepted during the week of Final Exams!</u></b> Remember, your report and/or review will not be accepted if there is evidence of plagiarism.</p>
16	<b>FINAL EXAM</b>		

**Academic Honesty** – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else’s work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct

<http://www.semo.edu/responsiblerehawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

**Accessibility** – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

**Civility** – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences,

perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and [http://www.semo.edu/pdf/Conduct Faculty Resource Guide.pdf](http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf)

**Mandatory Reporting** – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

**Student Success** – This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at [supportnet.semo.edu](http://supportnet.semo.edu) to see any academic alerts, ask for help and to access resources to support your success at Southeast.

"I will gladly honor your request to address you by your preferred name and/or gender pronouns. Please advise me of preferences early in the semester so that I may make appropriate changes to my records."