University of Waterloo Department of Music  
Music 240 001  
Introduction to Jazz  
Winter 2022  
Lectures 1 – 3 (Jan 11-25) will be posted online on LEARN  
In-person classes tentatively begin February 1  
Tuesdays 6:00 – 8:50 PM – Conrad Grebel University College – CG Room #1208

Professor: Patricia “Bonnie” Brett  
Office: CG Room #1113  
Office Phone: (519) 885 – 0220 Ext. 24248 – Only during office hours.  
Office Hours: 4:00PM – 5:00 PM Tuesdays  
Video consultations: (Zoom, Messenger, FaceTime or What’s App) by appointment  
Email: pbrett@uwaterloo.ca

Course Description  
Music 240 is an introductory survey of jazz repertoire, form and history.  
Spanning the approximate time period of c.1900 to the 1990s, 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.

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.
Students will construct their own Listening Guides of a number of Jazz recordings, provided by the professor, using the listening guides in their text as templates and, with each assignment, going into progressively greater detail.

**Required Text**

- There are 2 purchase options available for one required textbook, one digital, and one physical format.

Please choose only 1 of the 2 options below for the required textbook:

**BOOK 1: Required**
**Option 1: (Digital)**
Title: Etext for JAZZ 2nd ed
Author: AC DeVeaux et Giddins
ISBN: 9780393264456
Price: $71.50

To order the access code and receive it instantly, please follow the first link below. You will need a major credit card to complete the purchase.

**Option 2: (Paperback)**
Title: JAZZ 2nd ed
Author: DeVeaux et Giddins
ISBN: 9780393937060
Price: $185.50

**Readings and Music Available on LEARN**

- Power Point Lecture Slides for 12 Units that correspond to assigned readings in the required text. Uploaded every Tuesday commencing January 11, 2022 and ending Tuesday April 5, 2022
- Ancillary readings and study guides will also be posted to accompany lecture slides.
- Modules of downloadable mp4 recordings of required listening corresponding to assigned readings.
### Course Requirements and Assessment

#### Quizzes and Exercises

<table>
<thead>
<tr>
<th>Quiz/Exercise</th>
<th>Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Content Quiz #1 – On LEARN</td>
<td>Week of February 5, 2021 Tuesday to Thursday</td>
<td>20%</td>
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<tr>
<td>Early Jazz / New Orleans / New York in the 20s</td>
<td>JAZZ Chapters 1 – 5 pp. 7 – 105</td>
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<td>Content Quiz #2 – On LEARN</td>
<td>Week of March 8, 2021 Tuesday to Thursday</td>
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<tr>
<td>Louis Armstrong /The Swing Era / Rhythm in Transition</td>
<td>JAZZ Chapters 6 – 10 pp. 107 – 225</td>
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<tr>
<td>Listening Exercise #1 – Identifying Form</td>
<td>March 15, 2021</td>
<td>15%</td>
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<tr>
<td>Content Quiz #3 On LEARN</td>
<td>Week of April 5, 2021 Tuesday to Thursday</td>
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<td>Modern Jazz</td>
<td>JAZZ Chapters 10 – 17 pp. 231 – 425</td>
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<tr>
<td>Listening Exercise #2 – Create a Detailed Listening Guide</td>
<td>Due April 14, 2021</td>
<td>25%</td>
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**Total** 100%

*Content Quizzes will be on LEARN and available within a three-day window for students to take at a time of their choosing between Tuesday to Thursday. Quizzes usually take students from 1 to 2 hours to complete.*

*Study guides and templates will be posted on LEARN for quizzes & exercises.*

#### 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.

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Tentative Lecture Schedule

<table>
<thead>
<tr>
<th>Lectures Week/Date</th>
<th>Possible Topics Covered</th>
<th>Assigned Reading</th>
<th>Assigned Listening</th>
<th>Due Dates: Assignments</th>
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<tbody>
<tr>
<td>1 Jan. 11</td>
<td>Introduction:</td>
<td>JAZZ Chapters: 1 – 3</td>
<td>Sound Module #1</td>
<td>*Additional tunes modules #5 &amp; #6</td>
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<td>• Terminology</td>
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<td>• The Roots of Jazz</td>
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<td>2 Jan. 18</td>
<td>New Orleans 1920s New York Glossary / Keywords</td>
<td>JAZZ Chapters: 4 – 5</td>
<td>Sound Module #1</td>
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<td>3 Jan. 25</td>
<td>Louis Armstrong Swing Era Begins</td>
<td>JAZZ Chapters: 6 – 7</td>
<td>Sound Modules #1 &amp; #2</td>
<td>*Additional tunes modules #5 &amp; #6</td>
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<td>4 Feb. 1</td>
<td>American Popular Song “I Got Rhythm” The Swing Era Count Basie / Duke Ellington</td>
<td>JAZZ Chapters: 8 – 10 American Popular Song and Blues Form</td>
<td>• Sound Modules #1 &amp; #2</td>
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<td>• “I Got Rhythm” Module</td>
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<td>The Swing Era Rhythm in Transition</td>
<td>JAZZ Chapters: 10 - 11</td>
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<td>6 Feb. 15</td>
<td>Modern Jazz / Bebop</td>
<td>JAZZ Chapters: 12-13</td>
<td>Sound Module #3</td>
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<td>Lectures Week/Date</td>
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<td>Modern Jazz / Bebop</td>
<td>JAZZ Chapter: 14</td>
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<td>Modal Jazz</td>
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<td>Jazz Today</td>
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**Listening Exercise #2: Due April 14, 2022 – 25%**

**Late Work**

- Exercises 1 & 2 must be e-mailed to pbrett@uwaterloo.ca in .PDF format.
- 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.
• Marks will be posted two weeks (or sooner) after the due date. Comments on projects will be e-mailed to students individually.

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.

Attendance Policy

This course is an asynchronous, online course. Students may proceed at their own pace and according to their own schedules. If students are unable to contact the professor in office hours they may make other arrangements for Zoom (etc. or telephone appointments.

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

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. Check the Office of Academic Integrity webpage for more information.

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. Check the Office of 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. For typical penalties check Guidelines for the Assessment of Penalties.

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, 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 they have a ground for an appeal should refer to Policy 72 - Student Appeals.

Note for Students with Disabilities
The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 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 the AS office at the beginning of each academic term.