MUSI 1302: Jazz Appreciation
Summer 2015

Instructor: Ken Edwards

Office Number: Fine Arts Building, Room 367a

Office Telephone Number: 817.272.9269

Email Address: kedwards@uta.edu

Office Hours: TBA, by appointment.

Section Information: MUSI 1302-001

Time and Place of Class Meetings: Fine Arts Building Rm. 258, M-Th, 10:30am – 12:30 pm

Description of Course Content: This course satisfies the University of Texas at Arlington Core Curriculum requirement in Creative Arts. The purpose of this course is to develop music appreciation and listening skills through the study and analysis of the historical and stylistic development of jazz in America.

GENERAL LEARNING OBJECTIVES
- **Critical Thinking Skills**: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills**: to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

LEARNING OUTCOMES IN RELATION TO LEARNING OBJECTIVES

Objective: Critical Thinking Skills

Outcome
- Students will gain familiarity with basic musical elements such as pitch, texture, rhythm, beat, meter, etc. They will be able to define, and aurally recognize these elements.
- Through the aural and visual analysis of jazz recordings and videos and their interaction, students will be able to recognize and differentiate jazz instrumentation and the styles they relate to.
- Through the aural and visual analysis of jazz recordings and videos and their interaction, students will be able to recognize and differentiate jazz styles such as early New Orleans, Chicago Style, Swing, bop, etc.
- Through the aural analysis of the different elements of jazz and their interaction, students will be able to recognize jazz performers such as Louis Armstrong, Duke Ellington, Count Basie, Miles Davis, Charlie Parker, etc.
- Through a research paper, students will develop communication and research skills in relation to jazz and other music, as well as team-work participation.

Learning Venue
- Lectures
- Class discussions
- Research paper

| **Assessment Method** | • Quizzes
• Tests
• Research paper |

Objective: Communication Skills

| **Outcome** | • Trough a research paper, students will develop communication and research skills in relation to jazz and other music. |

| **Learning Venue** | • Research paper |

| **Assessment Method** | • Research paper |

Objective: Team Work

| **Outcome** | • Trough a research paper, students will develop team-work participation. |

| **Learning Venue** | • Research paper |

| **Assessment Method** | • Research paper |

Objective: Social Responsibility

| **Outcome** | • Students will study the impact of society in regards to the music labeled jazz and the impact of jazz in society, especially in the American historical framework.
• Students will study the social aspects that resulted in changes in musical styles such as early New Orleans, Chicago style, swing, bop, etc. |

| **Learning Venue** | • Lectures
• Class discussions
• Research paper |

| **Assessment Method** | • Test
• Quizzes
• Research paper |

Required Textbooks and Other Course Materials: *Jazz* (12th ed.) by Paul Tanner and David Megill. You may choose to purchase a hard copy of this text or also consider the eText version published online by Coursesmart.
http://www.coursesmart.com/IR/2283045/0077426428?__hdv=6.8

The 4-CD set that accompanies this text is optional, but highly recommended. A list of web-links will be available on Blackboard for legal consumption of digital musical selections, including "Spotify" and "iTunes". Spotify requires a monthly subscription for use on most mobile devices and is free to use with registration on a PC or Mac platform.

Two other highly recommended jazz collections are the 5-CD set, *Ken Burns Jazz: The Story of America's Music* (which may also be found on iTunes and other digital outlets) and *Jazz: The Smithsonian Anthology*.

Descriptions of major assignments and examinations: For each class meeting you will need to read a designated amount from Paul Tanner's book, *Jazz.* You will also need to listen to various musical excerpts. Assignments and quizzes may be given periodically during the course of the semester.

BLACKBOARD
This is a web-based information, assignment and assessment platform. This platform will be used during the semester for providing information, class materials, announcements, assignments and quizzes. There is no cost to use UTA Blackboard. You can access it at:
   http://www.uta.edu/blackboard/
In the BLACKBOARD Student Resources sections you will find tools and information to use the system. **It is the responsibility of the student to become familiar with this system. You are required to check BLACKBOARD at least twice a week.**

Class Attendance: Attendance will be taken at the beginning of each class meeting. Each student will be allowed two (2) absences, either excused or unexcused. After that, I will subtract three (3) grade points for each absence. If you are more than 15 minutes late to a class meeting you will be considered absent.

Concert Attendance: A two-page (double-spaced, 12pt font) written reaction of a jazz concert must be submitted by 10:30 pm Thursday, August 15th. The written portion should include, but not be limited to: Instrumentation, personnel, song titles, relevant information and your personal reactions about the concert. You may submit a printed hard copy or email in a WORD or PDF format, but it must be received by the instructor no later than the assigned due date and time. More information will be given after the first full week of classes.

Other Requirements: Blackboard (www.uta.edu/blackboard) will be used throughout the semester for this course, including exams, quizzes and assignments. If you are not already, please familiarize yourself with this online tool. It is also where you will find grades and other information.

Grading:		
4 tests (3 + final)		75%
Signature Assignment Paper		15%
Concert Attendance & Written Reaction		
(or alternate assignment)		10%

A=100-90, B=89-80, C=79-70, D=69-60, F=59-0

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 3-9 hours per week of their own time in course-related activities, including reading required materials, listening to assigned audio recordings, completing assignments, preparing for exams, etc.

EXAMS
Exams will take place in the classroom. Assignments, quizzes and group research will be graded trough BLACKBOARD. **You are required to check BLACKBOARD at least twice a week.**

Make up exams will not be given for unexcused absences. In case of a justified absence I will decide how to make up for the test. Some of the options include: oral test, written essay, or average of previous tests.

Make-up Exams/Assignments: Make-up exams will only be given in extenuating circumstances, and must be cleared with the instructor beforehand. I will not accept late assignments. Please check the due date.

SIGNATURE ASSIGNMENT PAPER
Students need to complete a research paper. This project takes the form of a paper produced by team of students. It is based on the analyzing, comparing, and contrasting of two recordings (one from the jazz idiom and a recording from any other culture such as pop, commercial, world music, etc). The task will focus on analysis of elements (historical, musical, and social), and the discovering of existing links. The paper will also allow students to develop team-working skills. **More detailed information about this paper is found in the appendix to the syllabus.**

CLASS TOPICS / SCHEDULE
As the instructor, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Assignments and quizzes will be given throughout the semester at the discretion of the instructor. This schedule is subject to change.

WEEK	Date	Topic	Content	Date	Topic	Content
1				Jul. 14	Introduction	Description of the Class
1	Jul. 14	Ch.1	*Listening to Jazz* +Ken Burns:Jazz		Ch.2	*Jazz Heritages*
1	Jul. 15	Ch.3	*The Blues*		Ch.4	*Piano Styles: Ragtime to Boogie Woogie*
1	Jul. 16	Ch.5	*Early New Orleans and Chicago Style Jazz*			
	Jul. 20	Ch. 5				
2	Jul. 21	**TEST I** Ch.5 **Deadline**	**Ch. 1-4** Formation of groups for Research Paper			
2	Jul. 22	Ch.6	*Swing (Big Band Jazz)*			
2	Jul. 22	Ch.6 **Deadline**	Selection and submission of pieces for Research Paper			
2	Jul. 23	Ch.7	*Duke Ellington*			
3	Jul. 27	Ch.7				
3	Jul. 28	**Test II**	**Ch. 5-7**			
3	Jul. 28	Ch.8	*Bop*			
3	Jul. 29	Ch.8	*Bop*			
3	Jul. 30	Ch.9	*Cool & Third Stream*			
3	Jul. 30	Ch.10	*Miles Davis*			
4	Aug. 3	Ch.10				
4	Aug. 4	Ch.10				
4	Aug. 5	**Test III**	**Ch. 8-10**			
4	Aug. 5	Ch.11	*Hard-bop, Funky*			

			& Gospel Jazz			
4	Aug. 6	Ch. 11	WATCH DVD CONCERT			
5	Aug. 10	Ch. 12	John Coltrane			
5	Aug. 11	Ch. 13/Ch. 14	Free Form, Avant-garde			
5	Aug. 12	Ch. 14 Research Paper due	Jazz/Rock Fusion			
5	Aug. 13	Ch. 15	Contemporary Trends in Jazz			
-	Aug. 17	**FINAL EXAM**	**Ch. 11-15**			

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ses/fao).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

TITLE IX
The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the left after exiting the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

WRITING CENTER
The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit https://uta.mywconline.com/ to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/.

Course Schedule: See syllabus & Blackboard (www.uta.edu/blackboard).

APPENDIX

JAZZ Appreciation MUSI 1302
Signature Assignment Paper
The Music of Jazz and 'My' Music

Project Description
This project takes the form of a paper produced by a team of students. It is based on analyzing, comparing, and contrasting of two musical recordings (a recording from the jazz idiom and a recording **from any other** culture such as pop, commercial, world music, etc). The task will focus on analysis of elements (historical, musical, and social), and the discovering of existing links. The paper will also allow students to develop team-working skills.

The Pieces
Students will select two recordings to be compared and contrasted. One of them must belong to the **jazz idiom** and other could come from any other culture. The choice is free within the following requirements:
    Jazz
    • The recording will not be one studied in class
    • For purposes of assessment the recording should be available on Spotify or in YouTube.
    • The choice of the recording must be approved by the instructor

    Second Piece
    • Any culture, style, or period including jazz
    • Minimum length 2 minutes
    • For purposes of assessment the recording should be available on Spotify or in YouTube.
    • The choice of the recording must be approved by the instructor

Sections of the Paper
    Title
    This must include the title of the project, the titles of the recordings to be analyzed, and name of the members of the team

    Abstract / Introduction
    In this section students should briefly describe their recordings, the methods used to analyze them, the main findings of the analysis, and potential links found between the performances. This section should not be longer than 200 words.

    Analysis
    It will consist on three sections:
            Historical/Contextual Elements

Teams will provide relevant information of the historical/contextual elements surrounding the performances. These include but are not limited to: characteristics of the style, historical period, information about composers, performers, etc.

Musical Analysis

Students will analyze the recordings focusing on at least two of the following elements: melody, rhythm, harmony/mode, sub-style, texture, tempo, articulation, dynamics, and instrumentation.

Students must analyze the form of the recordings providing charts of the different sections (as those used in class) including the following information: location (timings) of the sections, description of the musical elements in the different sections arguments to justify the form sections, and labeling of the different sections.

Social Impact

Students will conjecture about the role of these recordings in society. In the case of recordings that are not contemporary, the teams will analyze the role of the pieces in their respective time and in current society.

Comparison/Contrasting of the Pieces

Students will develop their compare/contrast component of the project, establishing possible links (historical, musical or social) between the two analyzed recordings.

Conclusions

Final thoughts where the team will consider the implications of the analysis made.

Bibliography

Students need to indicate their sources (at least 5 printed sources).

Mechanics of the Project and Deadlines

1. **Forming the groups (deadline: September 22)**
   - The instructor will create the groups but will offer some room for adjustments. Groups of around 8 students each will be finalized by the deadline.

2. **Selection and submission of recordings (deadline: September 29)**
   - Within the team students propose, discuss, and select the two recordings
   - Recordings are submitted for approval to the instructor (through Blackboard)
   - The submission should including URL information to retrieve the recording on Internet
   - If the instructor does not approve the recordings, the students will select a new set of recordings until the set is approved.
   - It is in the interest of the team to begin the process as soon as possible in order to meet the recording approvaldeadline of having the recordings approved.

3. **Organizing the work**
   - As soon as the recordings are approved students can begin the work.
   - Teamwork is part of assessment. Teams are responsible for organizing meetings, division of tasks, and all the work inside the group.
   - Teams should adhere to the format guidelines given below.

4. **Submission (deadline: November 24)**
   - Projects will be submitted in *Blackboard.*
   - Although the paper is produced as group, the submission will be done individually (each student will submit the WHOLE paper, not only their individual participation).
   - Each student will also submit the *Team Member Critique Sheet* (see assessment rubrics).

Format
- The length of the paper will have a maximum of 2500 words.
- Please use academic relevant sources. Online sources are allowed but students should consult at least five printed sources.
- In case you use online sources try to stay with academically sound sources such as *The Grove/Oxford Music Online* (available at the UTA Databases: http://www.uta.edu/library/databases/index.php), the *Encyclopædia Britannica* (http://www.britannica.com/), or *Virginia Tech Music Dictionary Online* (http://www.music.vt.edu/musicdictionary/).
- The paper must follow any recognized writing style such as *The Chicago Manual of Style* (relevant in the case of quotations, footnotes, endnotes, abbreviations, etc.). In case of doubt, contact the UTA Writing Center (http://www.uta.edu/owl/).
- The paper must adhere to the guidelines of the UTA Academic Integrity (http://www.uta.edu/conduct/academic-integrity/index.php).
- The paper will be submitted with the help of *Blackboard*'s *SafeAssign* (http://www.uta.edu/blackboard/students/course-faq.php).
- The paper should not be an exercise in 'copying and pasting'. No more than 10% of direct quotations will be allowed in the paper. Beyond this point there will be an impact in the assessment.
- Font Size: no smaller than 11 point font
- Line Spacing: use 1.5 line spacing

Assessment: Grading
The paper will assess 4 areas (each area 0-5 points) as follows:

	Communication Skills	Critical Thinking Skills	Social Responsibility	Team Work Competency
Excellent	5	5	5	5
Good	4	4	4	4
Competent	3	3	3	3
Marginal	2	2	2	2
Poor	1	1	1	1
Very poor	0	0	0	0

Assessment: Rubrics[1]
COMMUNICATION SKILLS COMPETENCY
Competency Statement: Students will demonstrate effective written, oral, and visual communication.
Description of Assignments: Assignments to be assessed for the communication competency would require students to present a grammatically correct essay or speech effectively organized with an introduction, conclusion, thesis statement, supportive reasoning, and appropriately documented evidence.
Definitions of Concepts
1. Focus – is the extent to which the content of the essay/presentation corresponds to the thesis statement. In other words, good focus means that the thesis statement drives the whole document. Each

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[1] These rubrics are partially based on the following documents:
General Education Competency Information published by Amarillo College (http://www.uta.edu/provost/core-curriculum/assets/AC%202012-2013%20General%20Education%20Competency%20Information.pdf), and
Core Course Assessment Plan, Creative Arts Component, University of Texas San Antonio.

section, then, focuses on presenting and arguing the thesis statement with logical reasoning, supportive evidence, and correct documentation.

2. Organization – relates to the order in which ideas are presented in support of the thesis statement. The introduction, body, and conclusion are developed in a logical, sequential order with clear transitions, and evidence is organized within each section. An artifact with good development includes supportive reasoning and evidence that *build* on each other as the document unfolds.

3. Assignment's Requirements – relate to what the instructor has set forth in the assignment. A communications artifact can be delivered well in all aspects and not respond to the assignment.

4. Style – is the way in which words and sentences are put together. It involves word choice, sentence structure, and tone appropriate for the rhetorical situation. Different styles can be effective in different genres; however, any style in academic communication should demonstrate control of sentence-level errors such as grammar problems, misspellings, improper use of punctuation, etc.

Communication Skills Rubric

Point Value	Detailed Description of Point Assessment	Simple Explanation
5	A paper scoring a 5 demonstrates the following: • Focus: Includes all elements that build upon the thesis • Organization: Has an effectively creative pattern of development • Assignment's Requirements: Enhances the assignment • Style: Has a flair for style with sustained grammatical accuracy	excellent
4	A paper scoring a 4 demonstrates the following: • Focus: Includes all elements that effectively support the thesis • Organization: Has a clear and consistent pattern of development • Assignment's Requirements: Responds clearly to the assignment • Style: Has an effective style for the rhetorical situation with few interfering sentence-level errors	good
3	A paper scoring a 3 demonstrates the following: • Focus: Has a clear thesis but one or two digressive or unsupportive elements • Organization: Has a few minor problems (missing transition, short introduction and/or conclusion, etc.) • Assignment's Requirements: Meets the assignment's requirements • Style: Has an inconsistent style and/or sentence-level errors, but meaning is not compromised	competent
2	A paper scoring a 2 demonstrates the following: • Focus: Involves a missing thesis and/or insufficient support • Organization: Involves missing transitions, introduction, and/or conclusion • Assignment's Requirements: Ignores several requirements • Style: Has an obstructive style and/or contains sentence-level errors that begin to hoard the reader's attention	marginal
1	A paper scoring a 1 demonstrates the following: • Focus: Involves a missing thesis, no support, and/or plagiarized evidence • Organization: Rambles from one thing to another with no attempt at a consistent development • Assignment's Requirements: Does not meet the majority of requirements • Style: Has an offensive style and/or includes sentence-level errors that are glaring throughout the paper and meaning is lost • Vocal Delivery if oral presentation): Is obviously unrehearsed in its delivery • Nonverbal (if oral presentation): Is read and mannerisms distract	poor
0	A paper scoring a 0 does not reach the characteristics described above	extremely poor

CRITICAL THINKING SKILLS COMPETENCY

Competency Statement: Students will engage in creative and/or innovative thinking, inquiring analysis, evaluation, synthesis of information, organizing concepts, and constructing solutions.

Description of Assignments: Examples may include, but are not limited to: research, lab reports, writings, video compilations or presentations which include analysis, musical compositions, analysis/solutions of problems/case studies, use of Scientific Method, prototype designs, sequencing formularies, justification of results, and explanation of reasoning. These assignments can be completed by an individual or in a group environment.

Definitions of Concepts

1. Inquiry – A close examination or interpretation of a matter. Critical inquiry may involve the analytical interpretation of evidence and arguments. Interpretive inquiry may include an investigation into alternative points of view. Brainstorming methods or novel and untested solutions to a problem can be a part of the inquiry process.

2. Analysis – A critical examination of explanations and problem-solving methods. Analysis involves the ability to dissect, fully understand, and explain individual ideas. Analysis can also be used innovatively by pinpointing problem-solving methods found through the examination of a problem, task, etc.

3. Synthesis –Interlacing individual argument components so that a meaningful, coherent whole can be formed. Synthesis can use logical deductions to form scientific/mathematical arguments. Synthesis can also be used to effectively present a new or existing concept.

4. Product – The result produced by using evidence to form a coherent conclusion or the result produced by taking an innovative approach to a given task. The product is the end result and as such should either supply a coherent conclusion, solution, and/or product based on evidence or should use innovation to form a new and well-structured conclusion, solution, and/or product.

Critical Thinking Rubric

Point Value	Detailed Description of Point Assessment	Simple Explanation
5	A paper scoring a 5 consistently demonstrates the following: - Inquiry: An exceptional examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc. - Analysis: Identifies and presents exceptional explanations of complex analyses OR identifies and promotes novel or alternative problem-solving methods. - Synthesis: Identifies, organizes, and evaluates exceptional arguments OR presents well connected and holistically transformed ideas into original concepts. - Product: Follows the evidence to present unambiguous conclusions, solutions, and/or products OR transforms the evidence/takes an innovative approach to a task to present innovative and novel conclusions, solutions, and/or products.	excellent
4	A paper scoring a 4 demonstrates the following: - Inquiry: A thorough examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc. - Analysis: Identifies and presents thorough explanations of complex analyses OR identifies novel or alternative problem-solving methods. - Synthesis: Identifies, organizes, and evaluates thorough arguments OR presents obviously connected ideas. - Product: Follows the evidence to present unambiguous conclusions, solutions, and/or products OR transforms the evidence/takes an innovative approach to a task to present innovative and novel conclusions, solutions, and/or products	good
3	A paper scoring a 3 demonstrates the following: Inquiry: An accurate examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.	competent

- Analysis: Identifies and presents accurate explanations of complex analyses OR identifies appropriate problem-solving methods.
- Synthesis: Identifies, organizes, and evaluates accurate arguments OR presents connected ideas.
- Product: Follows the evidence to present mostly unambiguous conclusions, solutions, and/or products OR effectively uses the evidence/effectively approaches a task to present conclusions, solutions, and/or products.

2   A paper scoring a 2 demonstrates the following: marginal
- Inquiry: An incomplete examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.
- Analysis: Identifies and presents incomplete explanations of complex analyses OR identifies inadequate problem-solving methods.
- Synthesis: Identifies, organizes, and evaluates incomplete arguments OR presents weakly connected ideas.
- Product: Somewhat follows the evidence to present unambiguous conclusions, solutions, and/or products OR somewhat uses the evidence/takes a somewhat effective approach to a task to present conclusions, solutions, and/or products.

1   A paper scoring a 1 demonstrates the following: poor
- Inquiry: No examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.
- Analysis: Does not identify or present explanations of complex analyses OR does not identify appropriate problem-solving methods.
- Synthesis: Offers no examination of arguments OR fails to connect ideas.
- Product: Does not follow the evidence to present unambiguous conclusions, solutions, and/or products OR does not use the evidence/take an effective approach to a task to present novel conclusions, solutions, and/or products.

0   A paper scoring a 0 does not reach the characteristics described above   extremely poor

TEAMWORK COMPETENCY

Competency Statement: Students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.

Description of Assignments: Teamwork artifacts must demonstrate the quality of the teamwork process rather than the end result. Artifacts must also demonstrate evidence of an individual's contribution and interaction within a team. As such, a team member will complete a self-evaluation and also complete an evaluation of each group member's performance.

The "Team Member Critique Sheet" will be provided to all instructors as the means to assess individual teamwork characteristics. The critique sheet specifically guides students to evaluate the degree to which each group member exhibits team member characteristics. The critique sheet uses a numerical rating system and also requires students to provide a qualitative assessment for each member within a group. The critique sheet can be modified, as needed, to meet an individual instructor's needs (e.g. adding a row that evaluates the degree to which a group member followed proper safety procedures.) Each submitted group of critique sheets that assess a student who meets the operational definition criteria will count as a separate artifact. The instructor can use the form to provide his/her evaluation of the student, but critique sheets that are submitted as artifacts should only be those completed from a student's perspective.

Definitions of Concepts

1. Contribution – The degree to which each student provides materials or skills that are integral to the group's ability to complete the given assignment. Contribution assesses what the student provides the group in the form of materials, effort, and/or leadership. The evaluation of leadership skills is dependent on the nature of the instructor's assignment, as some assignments will contain pre-set or alternating leadership roles.

2. Cooperation –The skills and attitudes necessary for successful group interaction and the successful formation of finalized ideas and plans of action in the group environment. Cooperation assesses attitude, information sharing, acknowledgment of a shared purpose, and problem solving techniques.
3. Self-Management – The manner in which a group member conducts his/her personal business. Self-management assesses a student's work ethic, ability to meet deadlines, ability to prioritize projects, and ability to focus on the task at hand.

Team Work Competency Rubric

Point Value	Detailed Description of Point Assessment	Simple Explanation
5	A paper scoring a 5 consistently demonstrates the following: • Contribution: Contributes work/ideas that are above the quality or quantity of work/ideas required OR takes the initiative to be a good leader by assisting in the delegation of group activities and guiding the group to assure that the end product is complete and of high quality. • Cooperation: Exhibits a positive attitude toward the assigned project, all individually assigned tasks, and all group members. Engages in effective information sharing through the discussion of ideas, active listening, and takes strides to avoid monopolizing the group process. Accepts that all group members have a shared purpose and that alternative viewpoints are just as valid for consideration as one's personal ideas. Actively seeks ways to avoid or solve problematic situations within the group environment. • Self-Management: Demonstrates an excellent work ethic by meeting all deadlines, prioritizing personal projects, and fully focusing on all assigned tasks.	excellent
4	An artifact scoring a 4 demonstrates the following: • Contribution: Contributes quality work/ideas that meet the assignment's requirements OR effectively fulfills any assigned leadership role and shows a willingness to assist others. • Cooperation: Exhibits a generally positive attitude toward the project, assigned tasks, and group members. Is interested in discussing ideas and listening to the ideas of others. Does not cause problematic situations within the group environment. • Self-Management: Demonstrates a good work ethic by meeting all deadlines, prioritizing personal projects, and generally focusing on all assigned tasks.	good
3	A paper scoring a 3 demonstrates the following: • Contribution: Contributes work/ideas that meet the group's baseline expectations OR completes all assigned tasks, but does not show a willingness to assist others. • Cooperation: Exhibits an acceptable attitude toward the project, assigned tasks, and group members. Offers few ideas or can at times monopolize the sharing of ideas (too little or too much) and may not fully buy into alternative viewpoints. Does not cause problematic situations within the group environment. • Self Management: Demonstrates a fair work ethic by meeting all final deadlines (group pre-set deadlines for completion may/may not have been met), prioritizing personal projects enough to meet the final deadline, and having enough focus to not distract other group members from the task at hand.	competent
2	A paper scoring a 2 demonstrates the following: • Contribution: Contributes work/ideas that are of low quality or less quantity than what was expected OR needs constant prodding to complete individual tasks. • Cooperation: Does not always exhibit an acceptable attitude toward the	marginal

project, assigned tasks, and group members OR does not always effectively engage in information sharing/acknowledging a shared purpose. Causes come problems within the group environment.
- Self Management: Demonstrates a deficiency in work ethic by either not meeting a deadline, showing poor prioritization that interrupts the group's ability to complete tasks, OR possesses a lack of focus that is distracting to others.

1   A paper scoring a 1 demonstrates the following: poor
- Contribution: Did not contribute work/ideas OR complete any assigned tasks.
- Cooperation: Exhibits a hostile attitude toward the project, assigned tasks, and group members OR a hostile and/or know-it-all attitude during information sharing. Causes many problems within the group environment.
- Self Management: Did not meet any deadlines, hampered the group's ability to complete the overall project, and/or demonstrates no focus.

0   A paper scoring a 0 does not reach the characteristics described above   extremely poor

TEAM MEMBER CRITIQUE SHEET

Student Name _____ Date _____

Project Title _____ Course _____

INSTRUCTIONS:

· Circle a **rating** for each team member (including yourself) and **provide a rating justification** for each team member.

Team Member's Name and Rating Justification (Please Print)	Contribution Rating *Low (0) High (5)*	Cooperation Rating *Low (0) High (5)*	Self-Management Rating *Low (0) High (5)*
Your Name:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Rating Justification:			
Team Member Name:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Rating Justification:			
Team Member Name:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Rating Justification:			
Team Member Name:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Rating Justification:			
Team Member Name:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Rating			

GROUP CHARACTERISTIC KEY– Use Key to Help with Team Member Ratings/Justification			
RATING	**CONTRIBUTION**	**COOPERATION**	**SELF MANAGEMENT**
Does Not Meet Any Expectations	Made no contributions to the group's work and decisions OR did not lead or take direction within the group	Not respectful of group members, dominates the project, consistently rejects other group member's ideas, fails to acknowledge the group's shared purpose, and causes problematic situations	Was absent or late for meetings, did not present relevant ideas/materials, did not submit work on time, and/or did not stay on task during group meetings or

			work sessions
2- Meets Few Expectations	EXHIBITS MIXTURE OF CHARACTERISTICS BETWEEN RATING OF 1 & 3		
3- Meets Expectations	Adequately contributed to the group's work and decisions OR adequately fulfilled the role that the student was assigned within the group project	Respectful of other group members, listens to the ideas of others, acknowledges the group's shared purpose, and did not cause problematic situations	Adequately prepared for meetings, presented some relevant ideas/materials, submitted the work by the absolute deadline, and generally stayed on task during meetings
4- Exceeds Some Expectations	EXHIBITS MIXTURE OF CHARACTERISTICS BETWEEN RATING OF 3 & 5		
5- Exceeds All Expectations	Made contributions that were instrumental to the group's success and planning process OR took the initiative to be a good leader	Respectful of other group members, integrates the ideas of other group members into their own ideas, embraces the group's shared purpose, and sought ways to avoid problematic situations	Always well prepared for meetings, presented good ideas and abundant materials, always met all deadlines, and was always task-oriented during meetings

SOCIAL RESPONSIBILITY COMPETENCY

Competency Statement: Students will demonstrate the ability to evaluate cultural, social and historical issues, and how they affect the development of Western Arts Music, including concepts such art in music and impact of music in individuals and societies.

Description of Assignments: Assignments to be assessed may include research papers, which demonstrate appropriate understanding and knowledge of impact of art in society or the function of art as a 'mirror' of society. Examples include (but are not limited to):

Relevant writing and research assignments

Participation in community engagement projects with linked assessment

Serving as peer mentor / tutor with reflection on experience

Definitions of Concepts

1. Impact of art (music, jazz) in society – A review of how music (jazz) impacts society.
2. Impact of society in art (music, jazz) – A review of how society impacts music (jazz).

Social Responsibility Rubric

Point Value	Detailed Description of Point Assessment	Simple Explanation
5	A paper scoring a 5 consistently demonstrates the following: • Impact of music in society: sophisticated understanding of the role of music in society not as a secondary and cosmetic object but rather as an omnipresent element of each culture. • Impact of society in music: sophisticated understanding of how changes in societies have resulted in changes on the characteristics of the music	excellent

associated with a specific culture.

4	A paper scoring a 4 consistently demonstrates the following: • Impact of music in society: understanding of the role of music in society not as a secondary and cosmetic object but rather as an omnipresent element of each culture. • Impact of society in music: understanding of how changes in societies have resulted in changes on the characteristics of the music associated with a specific culture.	good
3	A paper scoring a 3 consistently demonstrates the following: • Impact of music in society: awareness of the role of music in society not as a secondary and cosmetic object but rather as an omnipresent element of each culture. • Impact of society in music: awareness of how changes in societies have resulted in changes on the characteristics of the music associated with a specific culture.	competent
2	A paper scoring a 2 consistently demonstrates the following: • Impact of music in society: limited awareness of the role of music in society not as a secondary and cosmetic object but rather as an omnipresent element of each culture. • Impact of society in music: limited awareness of how changes in societies have resulted in changes on the characteristics of the music associated with a specific culture.	marginal
1	A paper scoring a 2 consistently demonstrates the following: • Impact of music in society: lack of awareness of the role of music in society not as a secondary and cosmetic object but rather as an omnipresent element of each culture. • Impact of society in music: lack of awareness of how changes in societies have resulted in changes on the characteristics of the music associated with a specific culture.	poor
0	A paper scoring a 0 does not refer to the aspects of music and society.	extremely poor