Course Description

Jazz Appreciation is a non-technical discussion designed to increase the enjoyment and appreciation of music. It fulfills the music requirement in the general education program. Specifically, Jazz Appreciation is designed for the non-music major as a general cultural course to increase knowledge and discrimination of Jazz. It is a comprehensive overview of the origins of Jazz up to modern trends.

IMPORTANT: Jazz did not grow up in a vacuum; rather, it developed in a very raw, complex, socially unstable, and at times, violent part of American history. That said, this course will cover the complex and sensitive topics of politics, slavery, bigotry, racism, religion, anti-Semitism, sexuality, etc. While limited to the scope of Jazz, the instructor will neither censor the candor nor the context of these topics, as they are as much a part of Jazz as the music itself.

IF YOU ARE UNCOMFORTABLE WITH SUCH TOPICS, PLEASE RECONSIDER TAKING THIS COURSE.

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Course Synopsis
Per the description above, we will be taking a comprehensive look at both the history and music of Jazz. To that end, here is a summary of the activities we will be completing in the course:

- Two to three weekly activities (6-7 points per week):
  - a short--around five questions--self-assessment quiz (only on weeks without exams)
  - a discussion activity
  - the lecture (attending the live session or watching the recording)

- A total of five exams, one roughly every three week (around 50 points each):
  *This is done in lieu of two larger exams (e.g. midterm and final) so as to more evenly distribute the material and put less stress on students.*
  - a listening portion consisting of five, random selections from the required listening (25 points)
  - a written portion with around ten to twelve questions, two of which are essay questions (around 25 points)

- Two performance reviews, **one of which must be of a live Jazz performance** (50 points each)

See the [Assessments](#) section below for additional details.

IMPORTANT: While five exams may seem like a large number, the last four are effectively the midterm and final exams split into two smaller pieces, resulting in the same amount of work simply spread out. This not only reduces the amount of material a student needs to study for a particular exam, it also has the benefit of allowing students a chance to recover from poor performance on a particular exam.

Here is how a typical week works:

<table>
<thead>
<tr>
<th>DAY</th>
<th>TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Start of the week; new materials and weekly assessments available</td>
</tr>
<tr>
<td></td>
<td>Open for independent work and discussions</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Live lecture / office hours @ 7:00 PM CT (these last around two hours)</td>
</tr>
<tr>
<td></td>
<td>Open for independent work and discussions</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Open for independent work and discussions</td>
</tr>
<tr>
<td>Thursday</td>
<td>Open for independent work and discussions</td>
</tr>
<tr>
<td>Friday</td>
<td>If a graded exam is scheduled, it will open @ 12:00 AM CT</td>
</tr>
<tr>
<td></td>
<td>Initial discussion postings due by 11:59 PM CT</td>
</tr>
<tr>
<td>Saturday</td>
<td>Open for work on assessments/quizzes or exams</td>
</tr>
<tr>
<td>Sunday</td>
<td>All weekly assessments due by 11:59 PM CT on Sunday night.</td>
</tr>
</tbody>
</table>
Textbook Information

IMPORTANT: There is NO required textbook for this course. All materials will be provided within the course under Content, such as: lecture slides, recorded lectures, required and supplemental listening, and all other supplemental materials.

Some students prefer to have a textbook as a resource for the course. That said, you may optionally purchase the original textbook used in the development of this course:


There is also an Optional Textbook Reading Schedule in the Content → General Course Materials, to help you follow along, as there will be no other textbook references in the course.

Instructional Method

This course will be facilitated entirely online via Desire2Learn (D2L) [https://d2l.sdbor.edu]. You will use D2L to:

- Communicate with your classmates and the instructor
- View lecture notes and recordings
- View and complete self-assessment quizzes and exams
- Submit performance/album reviews
- Access all required course materials (lecture recordings, lecture slides, required listening)
- Access supplemental materials (interactive learning tools, supplemental listening, videos, etc.)
- Access your course progress and grades information

Student Expectations

First and foremost, students are expected to read, understand, and abide by all policies and procedures outlined in this syllabus, as well as those in the Online Student Handbook, which can be accessed from the “Getting Started” widget on the course homepage. The latter contains important information about the various support services available to online students.

In terms of activities, each week is detailed in the Class Schedule that can be accessed via the “Getting Started” widget on the course homepage. The instructor will also provide regular updates during the week, so students should log into D2L to check for news and email at least three times per week, if not more frequently.

IMPORTANT: In order to complete the discussion activities each week, it may be necessary to log into the course on Sunday evenings. Please plan accordingly.

See the Graded Assessments: Discussions section below for additional details.

In terms of time commitment, the South Dakota Board of Regents (SDBOR) defines a credit hour as constituting one hour of classroom or direct faculty instruction, and two hours of out-of-class, student
work. As this is a three-credit-hour course, students should expect to dedicate around nine (9) hours per week to course activities.

Students are also expected to have and maintain the appropriate technology required to complete the course. For more information about this, please see the Technology Requirements towards the end of the syllabus.

One important thing to remember: when all is said and done, this is your class; it is what you make of it. Your level of participation will be directly proportional to your class experience: you will get out of it what you put into it.

TIP: Read the “Peer Advice” document in the “Getting Started” widget on the course homepage. It contains advice from students who have taken the course in the past, and will help with the basic expectations of the course.

Instructor Expectations

The instructor will strive to provide every possible opportunity for detailed feedback and, unless otherwise stated, will respond to inquiries within twenty-four (24) hours on weekdays, or within forty-eight hours (48) on the weekends and holidays. The instructor will also endeavor to return feedback and suggestions, using standard rubrics and grading criteria, within a reasonable amount of time—usually a week for most assessments. See the Assessments section below for more detail and specific turnaround times.

Finally, the instructor will also abide by all policies set forth in this syllabus and those by the Online Student Handbook, the University of South Dakota, and the SDBOR.

Course Objectives

This course is designed to promote an understanding and appreciation of the diverse musical tradition that influenced Jazz, as well as the various styles and genres that comprise it. Jazz is an evolution, not necessarily a progression, so it is necessary to start with the roots of the tradition, in order to show how the music of today came to be.

The overall goals for this course are simple:

- To learn to listen to music, not just hear it.
- To gain an appreciation for Jazz music, which has been deemed a national treasure by the U.S. Congress: “jazz is a unique American art form, and its musicians, the keepers and producers of this treasure, are recognized the world over as America’s cultural ambassadors”

Specific objectives for this course, as well as how they will be assessed, are listed below:

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVES</th>
<th>GOALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define the basic elements of music: pitch, timbre, melody, harmony, etc.</td>
<td>SDBOR Goal 4</td>
<td>Exam I</td>
</tr>
<tr>
<td></td>
<td>SGR #4: 2</td>
<td></td>
</tr>
<tr>
<td>Distinguish the various characteristics of the primary instruments of Jazz (visual)</td>
<td>SDBOR Goal 4</td>
<td>Listening Exam I</td>
</tr>
<tr>
<td></td>
<td>SGR #4: 5</td>
<td>Exam I</td>
</tr>
</tbody>
</table>
Also, viewing the lecture slides/notes will not be sufficient, as they only serve as an outline for the lecture. In short: if you do not attend the live lecture, or watch the recording, you will miss answers on the exams.

**Note:** specific module objectives are provided within each lecture under Content.

* See [SGER in Appendix B](#) and [IGR goals in Appendix C](#) for more details.

**Class Schedule & Coverage of Topics**

Please see the “Class Schedule” link in the “Getting Started” widget on the course homepage.

**Lectures / Office Hours**

Lectures will be facilitated via Collaborate Ultra, the university’s web-conferencing system, every **TUESDAY NIGHT STARTING AT 7:00 PM CENTRAL TIME** and will last approximately two hours.
All of the lecture slides and notes—which can be accessed before the lecture—and subsequent recordings of the lectures, will be made available under the Content area of the course, under the Activities section of the current week. Lecture recordings will generally be posted a couple of hours after the recording has taken place.

TIP: If you are viewing the lecture recording, it is NOT necessary to watch the entire recording, nor do you need to watch it from start to finish. Review the lecture slides ahead of watching the lecture, and use them as a guide as to what you should review from the lecture.

Assessments
Because of the online nature of this course, it is important that students receive regular feedback on their progress. To that end, there will be weekly participation requirements and assessments to assure that ample feedback is provided and that ample opportunity is provided to ask questions about the various course topics.

IMPORTANT: Late work will only be accepted—and/or make-up assessments will only be made available—under conditions such as a documented illness, family emergencies, etc., and will be provided solely at the discretion of the instructor. When possible, students should notify the instructor prior to missing any assessment.

Ungraded Self-Assessments
During the first week of class, students will take an assessment quiz to determine their background in music and Jazz. While not graded, it is required and therefore will count towards participation in the course. The same quiz will be given during the final week of the course; the purpose of which is to show students what they have learned throughout the duration of the course.

Each week, during which there is not an exam, there will be a self-assessment quiz with questions that will be similar to those on the exams. While not graded, it is required to complete these quizzes and they will count towards participation in the course. You will receive instant feedback on these.

The self-assessments require the use of the Respondus LockDown Browser (LDB), which can be downloaded from within the course. The LDB also includes Monitor, which will only be used for exams. See the next section, as well as the Technology Requirements section, for additional details.

TIP: Self-assessment quizzes can be taken any number of times, until you are satisfied with your results. Additionally, many of the same questions on the quizzes will appear on the exam, so these are also useful as study tools.

Graded Assessments: Exams
Graded assessments will be primarily in the form of five exams offered every three topics. As opposed to a long midterm and comprehensive final, five shorter exams allow students ample opportunity to get a feel for the expectations of the exams. In other words, not doing well on one exam will not have a severe impact on your overall grade.
Each exam will be administered via D2L and will be returned with feedback, either within a week after the due date, or when the last exam has been submitted—whichever is later. Once graded, students will be able to go back into the exam itself to view the feedback, as well as any questions answered incorrectly. Please refer to Resources→FAQ--available on the course website--for details on how to do so.

In terms of topics, here is how the exams will breakdown:

<table>
<thead>
<tr>
<th>EXAM</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I Covers: What is Jazz?, The Elements of Music, Listening to Jazz</td>
<td>50</td>
</tr>
<tr>
<td>Exam II Covers: New Orleans &amp; Jazz Origins, Early Jazz, Louis Armstrong</td>
<td>50</td>
</tr>
<tr>
<td>Exam III Covers: Swing, Swing Soloists &amp; Vocalists, Bebop</td>
<td>50</td>
</tr>
<tr>
<td>Exam IV Covers: Cool Jazz, Hard Bop, Miles Davis / John Coltrane</td>
<td>50</td>
</tr>
<tr>
<td>Exam V (Final) Covers: Jazz in Protest/Free Jazz, Jazz in Exile/Jazz Since the 1950s</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>

Exams must be taken using Respondus Monitor, part of the LDB tool. Because all of the self-assessments require the LDB, you will already have Monitor installed, when it comes time to take the exam. Monitor requires a webcam and microphone--often these are built into laptops, or can be easily be obtained.

Monitor is like going to a traditional proctor, but instead of being observed by a live person, your exam session will be recorded and reviewed by the instructor or proctoring staff. It is more convenient than a proctor, though, as you can use Monitor to take the exam whenever and wherever you want, during the exam period--there’s no need to schedule an appoint at, or travel to, a proctoring site.

To learn more about the process of taking an exam with Monitor, please view the Monitor orientation video under Content → Support Materials & Troubleshooting Guides → Respondus LockDown Browser (LDB) and Monitor. NOTE: There is a Monitor test exam in the course where you can try out Monitor to ensure that everything is functional prior to taking an actual exam in the course.

**WARNING:** You are NOT allowed to use any notes, your book, or any other materials or resources while taking the exam. You will be required to submit an honor code statement during the exam, stating that you agree to abide by these conditions.

If any evidence is found to the contrary, you will receive zero for the exam. You also risk being dropped from the course, and may face further disciplinary action.

Each exam will have an associated review sheet under Content in the course, as well as other study tools (flashcards, listening games, etc.) to assist you in reviewing the materials for the exam. Should time
permit, the instructor may also host a review session after the lecture prior to an exam.

In terms of composition, each exam will consist of two parts, a written and listening assessment:

- The written assessment will largely be multiple-choice questions and a few essay questions, but may also contain a few fill-in-the-blank, true/false or ordering questions.
- The listening assessment will involve listening to random selections from the covered topics, identifying the piece and providing additional information about the piece: composer/performer, title, period/style, genre, and a salient fact selected from the lectures. For more details, please see the “Listening Exam Review Guide” under “General Materials” in the Content area of the course.

**TIP:** On the written portion of the exam, the essay questions will be last. Because the exam allows you to skip and return to questions, you may wish to skip the first portion of the exam and complete these first, in order to better pace yourself for the rest of the exam, and then return to complete the first part.

Exams will be timed, with the limit depending on the type of exam. For example, on the listening portion of the exam, you will have five minutes per piece, for a total of twenty-five (25) minutes. This time limit is NOT enforced—i.e. other words, once the time has elapsed, your exam will not autosubmit. This is done to accommodate any problems that may arise during the exam (latency, computer freezes, etc.); however, it is your responsibility to submit the exam before, or as close as possible to the time limit.

**IMPORTANT:** At the discretion of the instructor, any portion of the exam submitted after the time limit may be subject to a point deduction, or a loss of credit. The sole exception to this will be for technical issues, of which students will need to immediately make the instructor aware.

Finally, while there will be no “comprehensive” final, there will be common themes and information in all exams throughout the semester, including the last exam.

**Graded Assessments: Live Performance/Album Reviews**

In addition to the exams, there will be two required reviews: one due at midterm, one due on the last day of the course (a week before finals week). Both are worth fifty (50) points.

**IMPORTANT:** At the discretion of the instructor, any review turned in past the due date will be docked five (5) points per day that it is past due; thus, any paper not turned in within ten days will receive zero points.

These provide an opportunity to not only demonstrate what you have learned in class, with respect to Jazz terminology, but also experience an entire Jazz album and/or performance. To that end, each student is required to write either:

- two live performance reviews, or
• one live performance review and one album review

**TIP:** Many students opt for the latter option, in order to better fit their schedules and to allow ample time to find Jazz performances in their areas. If you do so, make sure to not procrastinate in finding a live Jazz performance!

The reason why a live Jazz performance is required is that an album cannot completely capture the essence of a live Jazz performance. Seeing Jazz performed live can help you better identify the instruments being used, how they sound, what it is like to experience improvisation, etc.

**IMPORTANT:** Failure to write at least one performance review, without prior approval from the instructor, will result in ten (10) points being deducted from the final grade of the review, so if you are having difficulty finding a live performance, you should contact the instructor well in advance due date of the final review.

Waiting until the end of the semester to seek approval for writing an additional album review will generally result in the request NOT being accommodated.

As stated above, students will be required to review at least one live Jazz performance during the semester. While the instructor will regularly post upcoming performances happening in South Dakota and the surrounding areas in the Calendar, it is ultimately the student’s responsibility—particularly out-of-state students—to find a performance that satisfies the requirements stated above.

**TIP:** The Calendar widget on the Course Home page only displays basic event information. The dates and times for these events can and do change, so for additional details, including links to the venue’s events calendar, age restrictions, etc., you MUST click on the event itself.

The choices of live performances or album reviews should be limited to the genres and styles of music covered in the course. See “Suggestions for Album Reviews” under “Performance/Album Review Information” in the Content section of the course for pre-approved albums.

**IMPORTANT:** Reviews of any performance/album outside of those listed in the course or provided by the instructor, MUST have the prior approval of the instructor. Unapproved performance/album reviews may be docked five (5) points.

Reviews MUST be submitted in a format compatible with Turnitin (Word: DOC or DOCX; OpenOffice: ODT; Other: RTF, TXT, PDF, WPS) via Assessments→Dropbox—not through course mail. Feedback and grades will be available in the Feedback Studio feature of the the Dropbox within two (2) week after the due date, unless otherwise stated.

**IMPORTANT:** Failure to submit a paper in a compatible format, or submitting a paper via any means other than the Dropbox, may result in five (5) points being deducted from the final grade of the review.
TIP: For more information about writing a successful review, please view the “Performance/Album Review Guide” the “Performance/Album Review Rubric,” and a sample performance review under “Performance/Album Review Information” in the Content section of the course.

Graded Assessments: Discussions
For each lecture, there will be an associated discussion on topics covered during the lecture. Students will be divided up into small discussion groups—consisting of five to eight students—in order to discuss a question posed by the instructor. Students will need to post at least one direct response to the instructor’s posting and at least one response to another group member’s response.

When posting in the discussions, each student must abide by the “Netiquette” section in the Online Student Handbook, which can be found in the “Getting Started” widget on the Course Home page. Additionally, each student will need to post a substantive response to the question or questions posed by the instructor, and then reply substantively to another student’s response. A substantive response is more than simply saying, “I agree,” or “I disagree;” rather, it will provide arguments to support the student’s response.

Participation in the discussions is required and will be worth five (5) points, awarded according to this rubric:

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting a response to instructor’s question by Friday @ 11:59 PM CT</td>
<td>1</td>
</tr>
<tr>
<td>Substantiveness of initial posting</td>
<td>1</td>
</tr>
<tr>
<td>Responding to peer posting</td>
<td>1</td>
</tr>
<tr>
<td>Substantiveness of peer posting response</td>
<td>1</td>
</tr>
<tr>
<td>Reading the majority of peer postings*</td>
<td>1</td>
</tr>
<tr>
<td>*see important note below</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

As stated in the rubric, your initial response to the instructor’s question is due by Friday @ 11:59 PM CT. If you do not post your initial response by this time, you will lose one point.

TIP: For most discussions, you must post a response in the topic before being able to see other postings made by your peers.

Weekly discussions will close on Sunday @ 11:59 PM CT, so you must complete all requirements by that time or you will lose points for whatever requirements are incomplete.

IMPORTANT: At the discretion of the instructor, you will not be penalized for not reading a few peer postings, especially if they have been posted late on Sunday evening. That said, if you do not read a majority of the peer postings (based on the instructor’s calculation of messages read vs. those posted), and lose the point for not doing so, it will be your responsibility to notify the instructor of this situation, as D2L’s
Discussion participation will be assessed at the conclusion of each discussion topic on the level and quality of participation. In general, the instructor will provide summary feedback to each group via course mail, and individual feedback and grades in the Assessments ➔ Grades section of the course, designated by “DW#,” where the “#” will be replaced by the week number. All feedback will be returned within a week of the due date, unless otherwise noted by the instructor.

**IMPORTANT: Because of the interactive nature of discussions, if you miss a weekly discussion, even for an excused absence, you will NOT be able to make it up.**

**Participation / Attendance**

Participation/attendance is of the utmost importance and will be measured in three ways:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Discussions</td>
<td>5</td>
</tr>
<tr>
<td>Weekly Self-Assessments (non-exam weeks only)</td>
<td>1</td>
</tr>
<tr>
<td>Watching the lecture (live or recording)</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

If:

- more than one weekly discussion absence is recorded, or
- more than one weekly, non-graded assessment is incomplete, or
- more than one lecture is missed/not reviewed

The instructor may lower the student's final grade by two (2) percentage points per additional absence. Anyone missing two or more times, or who is not otherwise satisfying the course’s expectations, may be withdrawn from the course at the instructor's discretion. Should this be the case, the student will receive a grade of “W” on his/her official transcript and will not receive a refund.

**Course Point Total**

Given the types of assessments and number of points each is worth, the total number of points in the course is broken down as follows:

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>FALL/SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Exams</td>
<td>250</td>
<td>250</td>
</tr>
<tr>
<td>5 x 50 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Performance/Album Reviews</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2 x 50 points (due at midterm and the last day of class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
<td>80</td>
</tr>
<tr>
<td>Discussions</td>
<td>fall/spring</td>
<td>summer</td>
</tr>
<tr>
<td>5 x 15</td>
<td>5 x 12</td>
<td></td>
</tr>
<tr>
<td>Self-Assessments</td>
<td>1 x 10</td>
<td>1 x 8</td>
</tr>
</tbody>
</table>
Grading

Your grade is calculated using straight percentages:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Fall/Spring Points (approximate)</th>
<th>Summer Points (approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>403 - 450</td>
<td>385 - 430</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>358 - 402</td>
<td>342 - 384</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>313 - 357</td>
<td>299 - 341</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>268 - 312</td>
<td>255 - 298</td>
</tr>
<tr>
<td>F</td>
<td>up to 59%</td>
<td>up to 267</td>
<td>Up to 254</td>
</tr>
</tbody>
</table>

Note: the actual number of points in the course may vary slightly from this.

IMPORTANT: You can check your current grade at any time during the semester by clicking on the Assessments → Grades link. You will also be able to check the grades for any assessment, as well as feedback on those assessments, using this link as well.

Technology Requirements

The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the Online Student Handbook in the “Getting Started” widget on the course homepage.

Aside from the requirements listed in the handbook, this course has three other requirements:

1. All students should have the ability to submit performance/album reviews in a format compatible with Turnitin (Word: DOC or DOCX; OpenOffice: ODT; Other: RTF, TXT, PDF, WPS). The University of South Dakota provides access to Google Docs—a free, online office suite—which can save documents as Word files. USD’s Google Docs can be accessed with your USD username and password at: [http://docs.usd.edu](http://docs.usd.edu).

   Additionally, USD makes Microsoft Office available for free to all students. For more information, please visit the USD Technology page: [http://www.usd.edu/technology](http://www.usd.edu/technology)

2. This course makes use of Collaborate Ultra, a web-conferencing solution, for the live lectures/office hours, as well as the lecture recordings. If you plan on participating in the live sessions, it is recommended that you either purchase a USB multimedia headset—earphones with a microphone—or you have a phone available to conference into the session, so that you can ask questions instead of typing them. Headsets can be purchased online, or from your local
retailer (Best Buy, Target, Walmart, etc.), for around $15-$30 depending on the brand and model (Logitech is recommended).

3. In order to take the self-assessments and exams in this course, you will be required to use the Respondus LockDown Browser (for the self-assessments) and Monitor (for the exams). This tool can be downloaded from any self-assessment in the course, and only needs to be installed once. That being the case, you will need to have the appropriate permissions to install the software on the computer from which you will be taking the exam.

Please see “Respondus LockDown Browser Instructions” under the “Support Materials & Troubleshooting Guides” section in the Content area of the course for more detail.

Student Resources:
The University of South Dakota provides a number of useful services to students:

- Online Student Handbook (in the “Getting Started” widget on the course homepage):
  This contains very important information related to the services provided by the University of South Dakota as well as the University policies. In it, you will find such information as:

  - Academic support services such as the library, writing center, proctor and testing information, book purchasing, etc.
  - Student support services such as advising and enrollment information, financial aid, student life, and counseling, etc.
  - Technology support services like technology requirements, ITS Help Desk contact information, discounts on computers and software, etc.

- myUSD Portal (http://my.usd.edu):
  The myUSD Portal is your one-stop place for a majority of services offered to any student taking a USD course—like this course. You can access the following services from the “Academics” tab in the portal:

  - WebAdvisor
  - I.D. Weeks Library

- The USD Writing Center (http://www.usd.edu/academics/writing-center):
  The USD Writing Center was established to provide writing assistance to students in order to help them become better writers. It is available on campus during regular business hours and online in the evenings. Please visit the URL above for more information.

Plagiarism Policy:
Plagiarism is defined as using the words and/or ideas of another and representing them to be your own, without proper credit to the author or source. Whether intentional or unintentional, plagiarism will result, at a minimum, in a grade of zero for that assignment. Please also refer to the Academic Integrity section below.
IMPORTANT: The instructor will use iParadigm’s Turnitin product to determine the level of originality of papers submitted in the course. All student papers will become part of a course database of papers that will also be used to check the originality of future papers submitted in the course; however, the student will maintain copyright ownership of the paper. For more information about this, please refer to:


Academic Integrity:
No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

This action is subject to the Academic Appeals process outlined in SDBOR Policy 2:9.

Freedom in Learning:
Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.

Disability Services:
If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services (Service Center 119; 605-677-6389 | disabilityservices@usd.edu) as early as possible in the semester.

Diversity
USD is committed to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusiveness. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.
Appendix A: Course Bibliography

The following works were referenced in part, or in whole, during the design, development, instruction and/or maintenance of this course:


Kater, Michael H. Different Drummers: Jazz in the Culture of Nazi Germany. Oxford University Press.


Appendix B: SDBOR System General Education Requirements (SGER)

[SGBOR Academic Affairs Guidelines 8.4]

Following is an overview of the SDBOR goals for general education and the system-wide and institutional measurements for assessing them.

- **Goal 1:** Students will write effectively and responsibly and will understand and interpret the written expression of others.
- **Goal 2:** Students will communicate effectively and responsibly through listening and speaking.
- **Goal 3:** Students will understand the organization, potential, and diversity of the human community through study of the social sciences.
- **Goal 4:** Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

**Student Learning Outcomes:** As a result of taking courses meeting this goal, students will:

- Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience, and
- Identify and explain basic concepts of the selected disciplines within the arts and humanities.

In addition, as a result of taking courses meeting this goal, students will be able to do at least one of the following:

- Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities,
- Demonstrate creative and aesthetic understanding,
- Explain and interpret formal and stylistic elements of the literary or fine arts, and
- Demonstrate foundational competency in reading, writing, and speaking a non-English language.

- **Goal 5:** Students will understand and apply fundamental mathematical processes and reasoning.
- **Goal 6:** Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.
Appendix C: USD Institutional Graduation Requirements (IGRs)

IGR #2: Aesthetic Experience (3 credit hours)
Goal: Students will have a greater understanding of the fine arts as an expression of human imagination and creativity, and will understand the contribution of the arts to self-understanding and a more enriched life experience.

Student Learning Outcomes:

1. Students will be able to demonstrate creative and aesthetic understanding, and
2. Students will be able to explain and interpret formal and stylistic elements of the fine arts.

Note: This course cannot fulfill both SGR 4 (Humanities and Fine Arts) and IGR 2 (Aesthetic Experience).