

## MUS 10323 Jazz in America Syllabus

Term: Spring 2018

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**Textbook:** None

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**Additional Resources:** Access to Youtube:

[https://www.youtube.com/playlist?list=PL1ZfEkOhQjva\\_fwN1IUuG-YEyiCSzbx11](https://www.youtube.com/playlist?list=PL1ZfEkOhQjva_fwN1IUuG-YEyiCSzbx11)

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**Instructor Information:**

Name: Dr. Todd Wilkinson  
Office: 206 Atkinson Hall  
Office Hours: 9AM Daily  
Phone: 816-797-3264  
Email: [todd.wilkinson@ottawa.edu](mailto:todd.wilkinson@ottawa.edu)  
Classroom: Chapel Annex Room 100  
Class Meetings: Tuesday and Thursday 1:00-1:50PM

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**Course Outline:** *MUS 10320 – Jazz in America – 3 credit hours*

This course is an introduction to the history of jazz from its development in America at the turn of the 20<sup>th</sup> century through the present. Emphasis will be put on recognition of styles, prominent innovators and development of listening skills important for all forms of music.

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**Course Objectives:**

Upon completion of the course, students will be able to:

1. Identify the elements of jazz and music parameters, i.e. rhythm, harmony, melody, instrumentation, simple forms, improvisation, and texture.
  2. With an understanding of these musical elements, be able to identify, follow, and evaluate jazz improvisation.
  3. Recognize and describe historical figures in, and stylistic characteristics of jazz eras from beginning to the present.
  4. After practicing in regular guided listening experiences, be able to evaluate jazz performances.
  5. Be able to explain the importance of jazz art and entertainment as a reflection of, and influence on American society and culture.
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**Grading /Evaluation:**

Course grades will be based upon the following allocation:

Students will be expected to keep track of all assignments and grades. Enter each graded item as it is completed, then you will never need ask about your standing grade, as you will have the computation in your possession at all times.

**Course grades will be based upon the following allocation:**

Concert Reviews = 600 total points 1.  
(2 @ 250 points per) 2.

Exams = 1,000 total points 1.  
(2 @ 500 points per) 2.

Final Project = 650 points  
Pre-Rough Draft Initial Selection (50 points) 1.  
Rough Draft (300 points) 2.  
Writing Center (Extra Credit 50 points) 3.  
Final Draft (300 points) 4.

Attendance = 500 points x \_\_\_\_/28 1.  
(18 points per class)

Total Points = 2,750 (possible) points =

**Grading Scale:**

A = 2654 – 2,375      B = 2,374 – 2,109      C = 2,108 – 1,844      D = 1,843 – 1,579      F = 1,578 and below

89.5 to 100%	79.5 to 89.49%	69.5 to 79.49%	59.5 to 69.49%	< 59.49%
A	B	C	D	F
Assignment Activity		Quantity	Points	Total Points
1. Concert Reviews		2	300	500
2. Examinations		2	500	1,000
3. Final Paper Project		1	650	650
4. Attendance		28	18	504
<b>TOTAL</b>				<b>2,654</b>

**DUE Dates for Assignments: After these dates no credit can be earned for late submission**

**1/18/18: Pre rough-draft – Tune Selection and Reasoning for Choice – 50pts.**

**3/8/18: Rough Draft of Research Paper – 300 pts.**

**4/5/18: Adawe Writing Center Extra Credit – 50 pts.**

**4/10/18: Concert Review #1 Due – 250 pts.**

**4/17/18: Concert Review #2 Due – 250 pts.**

**4/19/18: Final Draft of Reaseach Paper – 300 pts.**

## Midterm and Final Examination:

There are 2 exams during the semester, a midterm and a final exam. (two in total.) Much of the final exam will be cumulative. The tests will mostly be short-answer questions, but may also include true-false and matching questions. There will be a listening component on each examination, it is usually worth one third of the total test grade. **Each exam is worth 500 points of the total course grade.** During testing, it is expected that an empty seat will be between you and the nearest person.

**3/1/18: Midterm Exam – Regular Class Time**

**4/26/18: Final Exam – 1PM**

## Additional Course Documentation (Assignment Sheets, Rubrics, Annotated Bibliography):

### Major Assignments:

#### Concert Reviews (2):

**REVIEW #1 – Due on 4/10/18**

**REVIEW #2 - Due on 4/17/18**

Students must attend two live jazz concerts during the semester. **These two reviews combined are 500 (250 per review) points of the final course grade.** The concerts are listed in the course schedule that follows. Advance approval, from the instructor, is required to receive credit for attendance at concerts not listed in the class schedule.

Each concert attendance must result in a two-page (not including the title page), typewritten, double spaced, 12 point Times New Roman font, thoroughly proofread, review of the performance. Twenty-five extra credit points will be given to reviews that are handed in at the first class meeting following the event. (Please indicate this when you turn in the review.).

***Without and original ticket stub or program, you will receive only partial (if any) credit for the review. Ticket stub and/or program must be stapled to the review.***

For un-ticketed events, a signature of the performers or promoter is required. In addition to whatever you feel is significant to say about your experience, you must also list:

1. the instruments played during the performance, and type of ensemble, and style of jazz performed.
2. the form of at least one piece you heard (if you don't know, ask one of the performers)
3. the performers names, and quality of their playing
4. the time, date, place, and price of the event
5. titles of all the works performed, and audience response to each
6. a detailed account of your personal impressions of the music and the event (what you liked and disliked about it, and why you say so).
7. the rapport the entertainers had with the audience
8. the quality of the performance compared to the cost of attendance
9. overall impact of the performance and pacing of the event

Remember, this is your review – you are entitled to be subjective. Your opinion is important.

**Final Project (1): The Final Project is worth 650 points of the total course grade.**

**1. FORMAL MAPPING PROJECT:**

Using musical criteria we discuss in class, you will write a paper that diagrams and describes the length, melody, form, rhythm, key, tempo, lyrics, personnel, and historical significance or background of an instrumental tune of your choosing. You must also give compelling reasons for choosing the work. The final paper will be typewritten, double-spaced, 12 point Times Font, and at least **four pages of the body** in length: NO PHOTOS. It will be graded for spelling and grammar, as well as use of the musical criteria we will discuss in class. **For grading purposes, a link to the recording of the tune should be included.** For music majors only, the piece must be a jazz tune of your choosing. The paper must be **seven** pages minimum length, and the accuracy and attention to musical details will be more highly scrutinized, and no internet sources will be accepted.

There are specific due dates for the Pre-rough draft Selection, the Rough Draft, and the Final Draft of the Final Project. I will do a screencast analysis of your tune after your rough draft has been submitted.

The final paper must include a separate Title Page, Page Numbers, and a separate list of end notes/bibliography. URL Links are not acceptable without printed titles of the sources. **(Do not include active links in your bibliography or end notes). Your bibliography must include at least five separate sources, two of which must be non-internet sources, perhaps a book, video, magazine, or journal entry)**

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**Expectations for Blackboard participation (if applicable):** Currently I am not planning to incorporate Blackboard into this course. There is however, a shell that accompanies this class, and therefore a possibility that I'll begin using Blackboard. I will keep all students apprised in this eventuality.

**Instructor Course-Specific Policies & Expectations for Class Participation:**

All course-specific policies for this course are spelled out in the University course policy document available in the Blackboard shell of your course. You are responsible for reading and understanding all of these policies. Failure to understand or abide by these policies could have negative consequences on your experience in this course. Cell phones are ok for taking notes and snapping pictures of whiteboard notes.

**Submission of Work: I prefer electronic submission, in Microsoft Word Format only. Please do not use Google Docs.**

**Homework Requirement:**

Homework for this course requires 4-10 hours of independent work each week (outside of class). Some students may complete homework study in fewer hours and some students may require additional hours beyond the estimate. Careful consideration should be given to this estimate when planning your personal schedule for this course. Online students should also follow this expectation beyond the time he/she spends interacting within the online course.

**Editorial Format for Written Assignments:** APA Style - <https://owl.english.purdue.edu/owl/resource/560/18>

This is a link to the Sample Paper in the APA Style.

**Late Submission Policy:**

Emergencies only, and with 24hour advanced notice. **No make-up assignments or extra-credit work.**

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**Ottawa Student Email:**

Ottawa e-mail is the official account to be used for e-mail communication. It is the responsibility of the student to check his or her e-mail account on a regular basis for the duration of the course. Failure to read one's email will not be a valid excuse for lacking information communicated via e-mail. In addition, any campus emergencies will be announced via the Ottawa email system. If you are encountering difficulties with your e-mail, please contact the 24/7 helpdesk at 855-268 4357.

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**Classroom Policies:**

**Note on Technology:**

Technology is an important part of communication, though can be (1) distracting<sup>1</sup> and (2) devaluing<sup>2</sup>. The student will make a strategic choice about using personal electronic devices. I do use my cell phone for almost everything, as do you, but I would prefer you keep notes on a laptop or notepad.

***If it does not directly contribute to relevant learning the expectation is for the device(s) to be off and stowed.***

**Classroom Conduct:**

In today's world, most music is background music; music is all around us, and people learn to tune it out. Thus, many people don't realize how difficult it is to listen to music or watch videos without talking. Those who talk during guided listening will be asked to leave. Where possible, allow for an empty chair between each person. Be on time, don't leave early, and refrain from bringing visitors. Thoughtful discussion is greatly appreciated. Humor is always appreciated, but raise your hand please. Students exhibiting continually distracting behavior may be asked to withdraw from the course.

For additional information concerning student conduct, please see the Student Handbook, which is available on the Ottawa University Web site. As stated in the Student Handbook, the University has developed clear statements of institutional expectations and standards related to student behavior and conduct. The University assumes that students will behave in a responsible manner when attending or participating in course-related activities. Therefore, students must act in such a manner as to reflect consideration and respect for honesty and the rights and welfare of fellow students, faculty and of the community as a whole. The University reserves the right to impose sanctions up to and including expulsion from the course or the Institution when behavior is dishonest, disruptive, threatening, or in any way compromises the productive educational environment of the University, as determined by the University.

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<sup>1</sup> A new study from *Communication Education* (July 2012) finds that "students who frequently text during class have difficulty maintaining sustained attention during classroom learning and, in turn, potentially sacrifice cognitive learning outcomes" (201).

<sup>2</sup> The same study finds that students who frequently text also have trouble self-regulating; that is, students have difficulty exhibiting power over their own habits and behaviors (186).

**Teaching & Learning:**

Ottawa University's philosophy of teaching and learning supports the theories and principles of the *andragogical* model, whereby education for students becomes a shared experience amongst the students and facilitators of instruction. Ottawa's learning community fosters a social climate of respect and collaborative modes of learning that draw on the students' previous life, work, and academic experiences, while encouraging active involvement in what and how the student learns. Ottawa University believes learning is a cooperative endeavor requiring a shared commitment, positive attitude, strong work ethic, and the responsibility of all participants within the community of learning and classroom. All students are expected to actively contribute to the classroom learning environment by introducing and sharing new content related to the course, including analysis and reflection from personal and professional experiences.

**Sensitivity and Confidentiality:**

It is intended that the professor and all learners will maintain an atmosphere of safety and freedom in order for all to feel comfortable in expressing ideas and reactions. It is imperative that we are all respectful of one another and mindful of difference during discussion periods. While there may be disagreements about topics of discussion, it is expected that students use critical thinking in expressing opinions, as well as listen to others with respect and an eagerness to consider alternative viewpoints. If at any time during the course, you feel unable to express yourself or to participate fully, please make an appointment with the professor to discuss the situation.

At times in the educational process, certain subject matter may be emotionally difficult or offensive to some learners. If a learner believes that a class activity may be personally disturbing, s/he should notify the instructor in advance to obtain a substitute assignment.

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**Attendance Policy:**

Attendance is required for this class and will be taken daily. Since guided listening/viewing is a regular part of class activities, it is important to be in attendance. Even with an excused absence, you are responsible for maintaining and acquiring the course content. In case of illness or extenuating circumstance please notify the instructor.

Ottawa University believes that students who are actively engaged in their classes do better than those who are not. Attendance is expected. Because of this, attendance is taken and recorded for each enrolled student for every class session. This is also done for financial aid purposes since the institution is required to verify student attendance. Due to the short length of the term and accelerated nature of the program, students are expected to attend every class session of every term. If it is unavoidable that a class is missed, students are expected to do the following:

1. Contact the instructor prior to or immediately after the absence to discuss missed assignments and subsequent expectations.
2. Make-up work is at the discretion of the instructor. If make-up work is allowed, it must be turned in as stipulated by the instructor.
3. Attendance is defined as "presence in the fully allotted class time" (i.e. three hours if so scheduled). Partial attendance in allotted class time may affect the final grade.
4. After two absences, the student is required to initiate a conversation with the instructor to determine what is required to complete the course successfully. Failure of the student to initiate this conversation may affect the final grade.
5. Students with three or more weeks of consecutive absences prior to the start of week six will be administratively withdrawn, an action initiated by the institution.
6. If a student decides to appeal an administrative withdrawal and apply for re-entry in a course, he or she should contact their academic advisor who will assist with the next steps in the grievance process.

**Attendance is worth 500 points of the total grade, and each class meeting is worth 12.5 points – and a daily attendance will be recorded for the record.**

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**University Academic & Course Policies:**

Academic and course policies are spelled out in [The College Student Handbook](#) including but not limited to: Prerequisite advisory, Ottawa Student Email requirements, Attendance, Course Drop/Withdrawal, Requirements for Submission of Digital Files, Library Resources and Information Literacy, Academic Honesty, Classroom Conduct, Sensitivity and Confidentiality, Statement on Diversity, Commitment to Diversity and Equality in Education, Facilities and Services for Students with Disabilities, etc.

**Student Handbook:**

The Resource Room on the course menu in Blackboard contains information about where to find the student handbook online for your campus. Please see Policies in Blackboard for additional university policies.

Please refer to the student handbook for all university regulations:

- Students at the residential campus in Ottawa, Kansas: [www.ottawa.edu/studenthandbook](http://www.ottawa.edu/studenthandbook)
- Adult and Online Students: [www.ottawa.edu/APOSHandbook](http://www.ottawa.edu/APOSHandbook)

***You are responsible for reading and understanding all of these policies. Failure to understand or abide by these policies could have negative consequences on your experience in this course.***

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**Academic Integrity:**

Academic dishonesty includes: cheating on examinations, plagiarism, and the supplying of false information pertaining to the learner's academic program. Another form of academic dishonesty is using the same paper or significant parts thereof for more than one class without permission from all instructors involved. It is recognized that it is a normal part of professional development to have a common theme of interest that may be explored in different classes. However, each paper should present an appreciable expansion of the thought, research, and interpretation beyond prior papers on the topic, with special appreciation for the specific assignment goals of the current class.

Cheating will not be tolerated in this course. The instructor considers plagiarism a form of cheating. Plagiarism is defined as presenting the work of another as one's own.

***More than four consecutive words from a source other than the writer constitute plagiarism when the source is not clearly identified in appropriate (APA) documentation format.***

Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council approved on May 29, 2003,

***"The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director."***

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**Statement on Diversity:**

Diversity is defined as that incredible and beautiful variety of personal identities, experiences, values and world views that result from differences of origin, culture and circumstance. Ottawa University defines and appreciates diversity in all of its forms including age, ability or disability, ethnicity, national origin, race, religion, sex, gender, sexual orientation, and family and marital status.

Ottawa University celebrates and prizes the diversity of its students, faculty staff and Board of Trustees. In keeping with its Mission Statement, the University is called to actively foster an environment of awareness, appreciation, and intentional inclusivity. We hold this as essential in an institution that declares it will conduct its affairs in a caring, Christ-centered community of grace. We believe we must embrace diversity because to do so is just, powerful, personally enriching and intelligent and because we believe Christ has called us to do so through His teachings and His example.

### Course Outline and Weekly Assignments:

#### Week One:

##### **Week 1: Introduction**

1/9: Syllabus Review, Major Projects, and Expectations, Initial Impressions, Dualities, Curiosity and Learning to Listen

**Listening:** *Find Some Jazz of Your choice and bring to next class.*

**Reading:** *Glossary of Jazz Terminology – Email Attachment - handout*

1/11: Musical Expression and the Five Parameters of Music: Rhythm, Melody, Harmony, Texture, Form, The African American Connection

#### Week Two:

##### **Week 2: The Mystery of Rhythm and the Rhythm Section**

1/16: Improvisation and a Refined Swing Feel

1/18: The Sound of the Rhythm Section – Piano, Guitar, and Vibes, - Drum Set and Bass

**\*1/18/18: DUE Date: Pre-Rough Draft Tune Selection and Reasoning for Choice**

#### Week Three:

##### **Week 3: The Sound of the Horns, the Big Band and Jazz Vocalists**

1/23: The Sound of Saxophones, Clarinet, Flute, Trumpet, Trombone and Low Brass

1/25: The Sound of the Big Band (Rhythm Section, Brass, Reeds) – Riffs and Phrasing

#### Week Four:

##### **Week 4: Small Groups**



1/30: The Sound of the Piano Trio & The Sound of the Organ Trio

2/1: The Sound of the Jazz Small Groups, Quartet, Quintet, Sextet, Nonet

**Week Five:**

**Week 5: Early Jazz, Traditional Jazz, Dixieland Jazz, and Louis Armstrong**

2/6: Traditional Jazz – Polyphonic Jazz

2/8: Louis Armstrong

**Week Six:**

**Week 6: The New Orleans Tradition and Pre Swing Era Chicago**

2/13: The New Orleans Tradition

2/15: The Chicago School of the 1920s

**Week Seven:**

**Week 7: The Pre Swing Era music**

2/20: The Early Jazz Orchestras

2/22: Duke Ellington and His Orchestra

**Week Eight:**

2/27: Review for Midterm Exam

**\*3/1 Thursday: Midterm Examination (500 points)**

**Week Nine:**

**Week 9: Solo Piano Style, The Kansas City Riff Style**

3/6: The Stride Piano Tradition

3/8: The Kansas City Style

**\*3/8/18: ROUGH DRAFT OF RESEARCH PAPER DUE (300 PTS.)**

Week Ten:

**Week 10: The Big Band and Modern Jazz**

3/13: The Big Band Hey Day

3/15: Modern Jazz – Bebop and Charlie Parker

Week Eleven:

**SPRING BREAK WEEK**

Week Twelve:

**Week 12: Birth of Cool, and Other Post Bebop Developments**

3/27: Modern Jazz – Cool Jazz

3/29: Jazz in the late 1950s – Hard Bop

Week Thirteen:

**Week 13: West Coast and East Coast Jazz in the Late 1950s**

4/3: Other Styles in the 1950 – Funky Jazz Gospel Jazz

**\*Wednesday 4/4: OU BRAVO VOCAL JAZZ CONCERT – Frederickson Chapel – 7:30PM**

4/5: Modal Jazz and the Avant Garde

**Reading:**

**\*4/5/18: ADAWE WRITING CENTER EXTRA CREDIT DUE – (50 PTS.)**

Week Fourteen:

**Week 14: Jazz Rock and Fusion 1970s & 1980s**

4/10: The Birth of Jazz Rock

**\*4/10: CONCERT REVIEW #1 – DUE**

**\*Wednesday 4/11/18: OU JAZZ COMBO CONCERT – SMOKED CREATIONS BBQ – 6PM**

4/12: Jazz Fusion and Jazz World Music

**Week Fifteen:**

**Week 15: Post Modernism and Neoclassicism in Jazz**

4/17: Post Modernism in Jazz, and Neoclassical Jazz

**\*4/17/18: CONCERT REVIEW #2 DUE**

**\*Wednesday: 4/18/18: OU BRAVE JAZZ ENSEMBLE CONCERT – Smoked Creations BBQ - 6PM**

4/19: Review and Test Preparation

**\*4/19/18 – FINAL DRAFT OF PAPER DUE (300 Points)**

**Week Sixteen:**

**\*Thursday 4/26: Final Examination - 1PM**

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**Jazz Studies Department Mission Statement:**

The Jazz Studies Department at Ottawa University offers a comprehensive and intensive program in jazz. Significant experiences will include solo, small and large ensemble performance, studies in jazz composition, arranging, history, and pedagogy, as well as preparation in entrepreneurship and social acculturation..

The department attempts to cover past and future developments in jazz, emphasizing common practice, or 'mainstream' jazz fundamentals, regarded as a basis for historic understanding and stylistic explorations. We believe that the context in which jazz thrives is as vital as the production of the jazz art, and maintain a belief that social-cultural factors, stylistic aesthetics, and performance techniques are all part and parcel of the multi-agent jazz process.

Integrated into the Music Department and the larger University, we are prepared to handle variety of abilities and experience, making every effort to meet the student's individual needs, while maintaining rigorous academic standards and a high degree of artistic excellence.

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**Facilities and Services for Students with Disabilities:**

Reasonable Accommodations for persons with known disabilities will be made in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can obtain information and forms by going to: <http://www.ottawa.edu/footer/disability-services> or by contacting the Counseling Center in Ward Science, first floor or via phone at 785-248-2582.

No person with a known disability will be intentionally excluded from participation in, be denied the benefit of, or otherwise be subject to discrimination under any University policy, program, service, or in relation to employment because of a disability. University programs and facilities are intended to be accessible to persons with disabilities. Students must declare their accommodations Request Form, as well as necessary documentation, to their campus Disabilities Services Coordinator. The University requires reasonably recent documentation of a disability and reserves the right to request additional information and documentation if needed; confidential medical information will remain confidential to the extent required and allowed by state and federal law. Requests for accommodation and documentation of a disability must be received for evaluation at least one to two weeks prior to implementation of accommodations. Additional time may be required for some accommodations requests. To assure timely provision of services, students should initiate their requests early. Ottawa University provides detailed information on the principles and practices governing disabilities-related accommodations in its ADA 504, Title III Policies and Procedures. This document is available in its entirety through the local Disabilities Services Coordinator, Tisha Foster, the University ADA Coordinator, and the University website. The University's ADA Coordinator oversees all disabilities-related issues concerning students.

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**Statement on Title IX, Sexual Misconduct and Other Counseling Services:**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on campus. This University sanctions all offenses. There is no excuse or tolerance for sexual misconduct. The University's sexual misconduct policy can be accessed here: <http://www.ottawa.edu/sexual-harassment>. Additionally, students are encouraged to reach out to either the Adawe Center, the Dean of Students, School Counselors or a Resident Assistant.

From the Student Handbook: COUNSELING SERVICES AND RESOURCES

The Counselor is located in the lower-level Ward Science Hall. Regular office hours are from 8:00 a.m. to 5:00 p.m. Various types of personal counseling opportunities are offered through the Office of Counseling Services. The Counselor

coordinates preventative programming throughout the year. Counseling for individuals, couples, and groups is offered by the Counselor. Students may seek counseling for problems such as relationships, sexuality, grief and loss, substance abuse, depression and interpersonal relationships. Referrals to other social service agencies are provided when deemed appropriate. In addition to the more formalized counseling provided by the Counselor, the Dean for Student Affairs and other Student Affairs staff members may also provide support and counsel.

Standard professional guidelines concerning confidentiality are followed. Appointments are preferred, yet walk-ins are available. Counseling after regular office hours is available for special situations. On-call emergency/crisis care is also provided. On-campus students should first turn to the residence life staff person who will in turn contact the appropriate party. Off-campus students may refer to opening pages of the Student Handbook for a list of emergency numbers.

**Counseling Online Resources:**

To provide a convenient information and self-evaluation source for students to explore in the privacy of their choosing, Ottawa University Counseling Services has affiliated with the following not-for-profit organizations to provide accurate and direct information about mental health and substance use issues.

There are a number of resources that parents can access without charge to support their student while they are attending College or University.

- College Confidential: Articles and discussion forums around all college related topics [www.collegeconfidential.com](http://www.collegeconfidential.com).
- NAMI: National Alliance on Mental Illness: Awareness, education, and advocacy for individuals and families affected by mental illness [www.nami.org](http://www.nami.org).
- The Jed Foundation: Working to reduce emotional distress and prevent suicide among college students, The Jed Foundation is recognized as the nation's leading organization working to reduce emotional distress and prevent suicide among college students. Guided by leading experts, The Jed Foundation is changing the way students and their parents think about mental health, paving the way for more young people to get treatment and helping colleges create safer, healthier campus communities." (Jed Foundation website): <http://www.jedfoundation.org/>.
- Half of Us is a site affiliated with the Jed Foundation that offers "some quick tips that everyone can use to take control of their emotional health:" <http://www.halfofus.com/getstarted.aspx>.

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**Disclaimer:**

Course content and schedule may vary from this outline to meet the needs of a particular group of students. The instructor will explain the rationale for any variance as it occurs.

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*Building on its foundation as a Christ-inspired community of grace and open inquiry, Ottawa University prepares professional and liberal arts graduates for lifetimes of personal significance, vocational fulfillment, and service to God and humanity.*