

OPEN EDUCATION RESOURCES GRANT PILOT PROGRAM

GRANTEE FINAL REPORT

WESTERN WASHINGTON UNIVERSITY

Project Director: Justina Brown

WSAC Grant Number: 2019-IA-177

Date: September 30, 2019

Grant start date: January 2, 2019

Grant end date: September 30, 2019

PROJECT OUTCOMES

Summary

The OER Grant enabled Western Washington University to accomplish the goals set forth in the proposal and to boost the awareness and adoption of OERs at our university.

Using an established and previously internally-funded faculty development program that focuses on course transformation and instructional design, the grant allowed us to help seven faculty members at Western create OER in different formats. Five different Western courses across various disciplines were transformed. An estimated 3,500 students will take a course in the 2019-2020 school year that has a replacement OER text solely from this grant. **We estimate that with this grant, Western students will save approximately \$271,955 in the 2019-2020 school year alone.**

Faculty who received funding also reported:

- easier ability to organize course content,
- improved quality in teaching materials,
- increased ability to update future course materials, and
- increased subject area knowledge from the process of building textbooks.

Indicators of Success

Five different courses at WWU were impacted through the grant, two of which were represented by two-person teams, resulting in the adoption of seven new OER texts including:

- two political theory readers (for two versions of the same class),
- two management textbooks (one for online delivery and one for blended delivery),
- one online and interactive computer science textbook,
- one interactive music history textbook, and
- one repository of technical writing documents to be used departmentally.

In the original proposal it was estimated that textbook transformations would save students \$272,139 for the 2019-2020 school year. The new estimate is very close to the original proposal. Our new estimation of savings is \$271,955 to students.

Through the grant, we hired a graduate student and a student designer who helped gather faculty textbook options, compile and format textbook materials, and create OER promotional materials communicating the benefits of OER (including a new public website: [Open Educational Resources at WWU](#), an [OER Toolkit](#) website, posters, flyers, teaching methodology idea cards).

Timeline

November 2018	Sent email looking for faculty interested in developing OER for courses.
December 2018	Selected faculty participants.
Early April 2019	Hired graduate research assistant and student designer.
April-May 2019	Faculty met with the graduate research assistant to work on sourcing OER materials to either replace course text(s) or to write a new OER text.
June 17-21, 2019	Selected faculty attended a one-week Summer Grant Workshop. Each day offered four hours of training on copyright law, public domain, different kinds of OER, how to find OER, how to curate different OER for specific courses, and lastly, different possibilities for publishing OER. By the end of the workshop, faculty completed an outline demonstrating their course plan, project milestones, and support needs for implementing OER into their courses.
June-July 2019	Faculty consulted with staff members to discuss specific ways of producing or curating OER that were best suited to their specific class.
June-August 2019	Faculty developed OER replacement texts, with support from CIIA staff.
August 6th	Follow-up survey sent to faculty.
Fall 2019	All courses involved in the grant offered for the first time using OER materials. Educational OER materials published.

Faculty Outreach

In November of 2018, the Center for Instructional Innovation and Assessment (CIIA) emailed faculty to find out which professors might be interested in developing an OER replacement to their existing textbooks. Follow-up calls and conversations winnowed this list to 20 faculty or faculty teams who would qualify to participate in the OER grant.

Since 2012, WWU has offered a “Faculty Development Summer Grant” funded through the Provost and conducted by the teaching and learning center (CIIA). The annual summer grant provides faculty a stipend to enhance a course with instructional design processes and new technologies. With the addition of the Washington Student Achievement Council OER grant,

seven additional professors were given funding to replace course texts with OER materials along with additionally rebuilding the structure and strengthening general course content. Our faculty application for the Summer Grant of 2019 asked for:

- the number of students enrolled in the course,
- the number of sections taught by the professor annually,
- willingness to share developed materials with fellow department members, and
- general plan of implementing OER in their course.

Of the 20 faculty teams who qualified, five different teams (seven faculty) were granted funding through the Washington Student Achievement Council Grant to redevelop their courses over summer 2019. Grantees went through a rigorous selection process that looked at cost savings to students annually, development of plans to create or curate OER, and number of students impacted. The selection process was guided by a Faculty Advisory Board to our Center for Instructional Innovation and Assessment. The Board prioritized funding professors who teach GUR (general university requirements) courses with the goal of increasing affordability for the greatest number of Western students across different disciplines.

Project Team

Justina Brown, Instructional Designer

Project Director for the OER Grant

Justina managed the process of the grant including faculty applications, communications, budgeting, workshop design, planning, and delivery, faculty consultations, overseeing student staff, purchasing and promoting Pressbooks licenses, and collaborating with the team to develop OER promotional strategies for the University.

John Farquhar, Director of Academic Technology and User Services

Co-Director and Financial Manager for the OER Grant

John provided planning and administrative support for many aspects of the grant.

Kevin Dixey, Instructional Designer

Kevin led parts of the weeklong summer workshop and worked with faculty to develop and publish their own OER. Kevin's expertise is in the development and publication of media and media production tools.

Chris Powell, Instructional Technologist

Chris Powell provided faculty with expertise in publishing tools with a specific focus on the use of our Learning Management System: Canvas.

Jenny Oleen, Scholarly Communications Librarian

Jenny helped facilitate the Summer Grant Workshop educating faculty about OER, public domain, and copyright. She introduced different types of OER and OER repositories. She helped faculty source original text materials from the public domain to use in courses.

Ali Holmes, Graduate Research Assistant

Ali helped to source and research OER materials for different classes providing faculty with alternative text options (podcasts, ted-talks, etc.) for OER textbooks and journal articles. She

helped locate CC and public domain materials that closely matched those previously-used, and she developed data and content for promotional, educational, and reporting materials.

Sydney Nelson, Graphic Designer

Sydney helped faculty format OER textbooks, developed the graphics for Western's public website about OER at Western and other educational/promotional materials.

Project Developments

Faculty Perspectives

Faculty involved in this grant have reported the following positive unanticipated outcomes:

- a more comprehensive quality textbook for their course,
- new possibilities to explore in faculty research, and
- excitement and awareness of OER being used across the nation in other courses.

One faculty member noted that his OER textbook was not yet as comprehensive as he had originally hoped due to the rigors of creating an interactive textbook with self-created video demos. However, the textbook is ready for students to use this fall and he has the ability to continue to update the text to reflect his initial goals.

PressBooks

With the remaining funds of the grant, Western has purchased 25 faculty author licenses of PressBooks which will allow faculty to publish their OER texts in an easily-accessible format for students. The licenses are perpetual allowing Western to continue to expand our OER efforts. A competitive call for applications for these licenses will go out October 2019.

Teaching Handbook: OER Toolkit

While the grant was focused on preparing the seven selected faculty to adopt OER, we sought to leverage the interest shown by our larger community of instructors. Building on an existing OER web resource, our graduate student overhauled the [Teaching Handbook: OER Toolkit](#) (9/15/19), as a section of this faculty resource. This new section has been shared with all faculty.

Open Educational Practices-themed Innovative Teaching Showcase

The online research related to the grant inspired the CIIA to use this momentum to feature Open Educational Practices in its annual [Innovative Teaching Showcase](#) (6/7/19), a collection of WWU's innovative teaching practices. The *Showcase* has its roots in the open source movement in the late '90s, making best practices publicly available and, later, Creative Commons-licensed. For this 20th edition, an Open Educational Practices theme was befitting, highlighting teaching approaches that create meaningful, engaging, and collaborative learning environments and encourage free and open access of knowledge and learning. The Showcase features three WWU instructors who have replaced texts in favor of podcasts that support topics in multicultural education, articles, blogs, and certifications relevant to digital marketing, and curated collections of articles and videos representing diverse perspectives in the discipline of cinema.

Open Educational Resources at WWU - Public Website

To further communicate the progress of OER at Western and the great works developed through the grant, we published (10/1/19) a public website entitled, [Open Educational Resources at WWU](#). *We hope to soon add more bios about our grantees and video interviews with faculty and students. Our goals for this website go beyond communicating our progress; we hope to communicate the need for this work and for ongoing funding.*

Longer-term Outcomes

Extending Interest in OER

Many professors, beyond those who participated in the grant, are showing interest in using OER in their curriculum and creating their own OER resources. When the CIIA held the Summer Grant Workshop, two of the original applicants who were not selected were very enthusiastic about the opportunity and asked to participate on an audit basis. These extra participants are replacing texts in four different math courses that many Western students take as GUR courses.

Several faculty who worked on building new textbooks are eager to share their work with other Western faculty teaching the same course. Dr. Qiang Hao published his textbook on GitHub and can see other students and educators who are already starting to adapt the content he created using the “fork” feature and save the content in a different repository.

Because of the online resources developed through the momentum of the grant, WWU is better positioned to use these materials in faculty outreach, to inform the Western community about OER progress at Western, and to potentially communicate the need and value of future OER development.

Accomplishment

In general, the most remarkable accomplishment is creating texts that are truly for the student. This means that they are affordable, contain relevant content, are potentially interactive, and can be continually updated to reflect current trends in academia. The momentum generated from the grant work inspires other faculty to get involved in the OER movement.

One example of this is Dr. Jeremy Cushman’s technical writing repository. Prior to the OER course transformation, a main problem he had was finding an up-to-date technical writing textbook. Given that the field of technical writing changes quickly, traditional textbooks, once published, were no longer current. Rather than design a textbook for the course he oversees (note that the course is taught by other faculty), he chose to create an OER repository curating a wide range of Creative Commons, GNU, and public domain articles and texts that relate to different topics in technical writing. Dr. Cushman is publishing the repository in Canvas Commons giving other instructors outside of Western the opportunity to also utilize the repository. Additionally, he has created a resource that anyone teaching technical writing at Western can use. Other professors will be able to pick and choose from different topics and articles they find most relevant to the course they are teaching. The creation of this OER will affect all technical writing courses taught at Western and beyond.

Academic Content Areas

NAME	DEPT	COLLEGE	COURSE/NOTES
Jeremy Cushman	English	College of Humanities and Social Sciences	ENG 302: Introduction to Technical & Professional Writing – Build a set of online materials that introduce students to contemporary issues in document design, user experience, and project management.
Qiang Hao	Computer Science	College of Science and Engineering	CSCI 145: Computer Programming & Linear Data Structures – Develop a set of student-centered open educational resources that are tailored for this course and usable by all faculties.
Vicki Hsueh and Shirin Deylami	Political Science	College of Humanities and Social Sciences	PLSC 261: Intro to Political Theory – Creating a completely free digital textbook.
Jason Kanov and Meg Warren	Management	College of Business and Economics	MGMT 311: Introduction to Management & Organizational Behavior – Replacing the textbook by gathering a variety of readings, videos, and podcasts. This will give students the knowledge and data they need at a lower cost.
Todd Smith	Music	College of Fine and Performing Arts	MUSIC 105: Pop and Rock Music Survey – Creating a comprehensive online text that students can then access through Canvas.

Partnerships

The activities from this grant strengthened existing partnerships between the CIIA, Western Libraries and the four colleges who participated. The CIIA also developed a greater understanding of grant management through its work with Western’s Office of Research and Sponsored Programs.

The grant also allowed the CIIA to continue to develop expertise in OER. This project is the subject of a proposed conference presentation which may lead to additional partnerships.

Student Outreach

All textbooks will be available on or linked from Canvas, Western’s LMS software. Each professor will be responsible for telling their class(es) that the materials for the course are OER. They will walk students through Canvas on the first day of class so that students understand the design of the course. Faculty will link the digital file of their textbook to Canvas so students can easily download to their personal computers or view in a web browser.

Additionally, the CIIA is working with the Western bookstore to track which professors (outside of those who received grant funding) are using OER materials for their courses. We are working toward a goal to have all OER-supported courses identified in our online course catalog (known as Classfinder).

Lessons Learned

Having a week-long workshop is very effective for getting faculty started in converting texts to OER. Having a graduate student help with some of the research before the workshop helped set faculty up to be able to complete their textbooks. For those faculty building their own textbooks, some felt they could have benefitted from more time to write and publish the books before the start of the school year.

Specific OER Examples (See also: Appendix C)

	EXAMPLE 1	EXAMPLE 2
Faculty Name & Title	Vicki Hsueh (Professor) and Shirin Deylami (Associate Professor)	Todd Smith (Instructor)
Department	Political Science	Music
Course	PLSC 261: Introduction to Political Theory	MUS 105: Pop and Rock Music Survey
Previous Course Materials & Procurement	Ideas and Ideologies: A Reader/ Edition 10 by Terence Ball, Richard Dagger, and Daniel O’Neill; available through the Western Bookstore	Rock Music Styles: A History Edition 7 by Katherine Charlton; available through the Western Bookstore
Previous Cost	\$89	\$98
New Course Materials & Procurement	Professor Hsueh and Professor Deylami created a new open textbook sourced through the public domain. WWU students now have free access to this new OER reader in PDF and ePub formats.	Todd Smith wrote a new music history textbook. In the text, he included images and listening examples. This new Creative Commons text is currently available to WWU students in ePub and PDF formats. Students can download or view the textbook chapters each week.
New Cost	\$0	\$0
Faculty Comments	“We learned we could produce the texts in multiple formats so that students can choose which format works best for them.” They also hope to “share the reader with all of the instructors teaching the course.” “Expanding access to this course and making the materials more financially accessible and pedagogically rich will contribute to the department’s mission of enabling students to foster critical, independent thinking about politics and public life.”	“My goal was to develop a comprehensive, digital, open-source text for my MUS 105 course and create new assessments better suited to gauge student retention of materials, and hopefully create more lasting knowledge.” “I didn’t realize how much deeper I would delve into certain areas of this field and how much I would learn from my research. This project made me a more knowledgeable instructor in my subject.”

Both of these OER examples will ultimately be published online via Pressbooks with an open license. More faculty examples will be posted as soon as they are available: <https://www.wvu.edu/oer>

LOOKING FORWARD

We hope to continue our weeklong summer workshop annually for faculty, as we have seen how effective this professional development activity can be.

With the purchase of the Pressbooks licenses, staff at the CIIA have learned how to publish an eBook using Pressbooks. We hope to leverage faculty adoption for future expansion of this service.

Questions

- *Could grants like this one be shared across universities with other faculty doing similar research in the future?*
- *What are the best networks for faculty to share their knowledge and OER to get it out into public academic spheres?*
- *Will there be future funding from the State?* In the current year, we have no funding. We hope to do a proposal for our Student Technology Fee, knowing it will be a stretch. This would be the fourth time using this source since we received a small amount of funding from the STF for the three years prior to the State grant.

Sustainability

The CIIA will continue to provide support for faculty looking to replace their textbooks with free and openly-licensed materials and to publish their textbooks with Pressbooks or other free and accessible publishing methods.

With the creation of the [Teaching Handbook: OER Toolkit](#), the [OEP-themed Innovative Teaching Showcase](#), and the [OER at Western](#) webpages, it is our hope that we will continue to raise awareness of OER at Western and that more faculty will want to convert their courses using openly-licensed texts.

Resources to Support Adoption

Funding to support faculty stipends is essential. Western started working with faculty four years ago to start converting courses to use OER by adding an alternate track to the pre-existing Summer Faculty Workshop. However, for those three years (this last year being funded by the State grant), in order to fund faculty stipends the CIIA applied for funding through the [Student Technology Fee](#) (STF). While the CIIA has received funding through the Student Technology Fee in previous years, the funding is not guaranteed each year. The STF proposal process also makes it difficult to award grants to faculty and plan this workshop; the STF proposal awards are published in late May and the Summer Faculty Workshop is carried out in mid-June. Essentially, we have had to ask faculty to apply for something that might not be funded.

OER RESOURCES

While we are not in active communication with other institutions doing OER work, we were inspired by the work presented at the *2019 Cascadia Open Education Summit* in Vancouver, B.C. Many presenters were from the United States:

- Karen Cangialosi, KSC Open Education Faculty Fellow, Coordinator of Faculty Enrichment and Professor of Biology at Keene State College, New Hampshire.
- Greg Bem, Faculty Librarian and Library Coordinator, and Sue Wozniak, Faculty Librarian, Lake Washington Institute of Technology, Seattle, Washington
- Norman Bier, Executive Director Simon Initiative; Director, Open Learning Initiative, Carnegie Mellon University, Pittsburgh, Pennsylvania
- Ann Cary, Math Instructor, Portland Community College, Portland, Oregon
- Boyoung Chae, Policy Associate, eLearning & Open Education, Washington State Board for Community and Technical Colleges, Olympia, Washington
- Jeff Gayton, University Librarian, Southern Oregon University, Ashland, Oregon
- Katie Dawson, Interim Director of ULM Online, University of Louisiana Monroe, Louisiana
- Amy Hofer, Statewide Coordinator, Open Oregon Educational Resources
- Mark McBride, Library Senior Strategist, SUNY, New York
- Ray Pulsipher, CSE Instructor, Peninsula College, Port Angeles, Washington
- Genifer Snipes, Business & Economics Librarian, University of Oregon

Also, the following individuals co-authored the book, *OPEN: The Philosophy and Practices That are Revolutionizing Education and Science* (2017), a book we have used extensively in our OER research and development, including using a CC-licensed excerpt for our Innovative Teaching Showcase website. Justina Brown met Dr. Jhangiani at the *2019 Cascadia Open Education Summit* and he was very willing to engage in future collaborations.

Robin DeRosa
Plymouth State University
New Hampshire
<http://robinderosa.net/>

Rajiv Jhangiani
Kwantlen Polytechnic University
British Columbia
<http://thatpsychprof.com/>

APPENDIX A: REDUCING STUDENTS' COST OF ATTENDANCE | COURSE MATERIALS SAVINGS

OER ADOPTERS		COST AT BOOKSTORE	ESTIMATES			
Course Number	Course Name	2018-2019 Course Materials Cost	2019-2020 Course Materials Cost	Savings per Student	2019-2020 Enrollment	Savings in Course Materials 2019-2020
MGMT 311	Intro to Management & Organizational Behavior	\$180	\$0	\$180	600 ¹	\$108,000
MUS 105	Pop and Rock Music Survey	\$98	\$0	\$98	680	\$66,640
ENGL 302	Intro to Technical Writing & Professional Writing	\$117	\$0	\$117	420	\$49,140
PLSC 261	Intro to Political Theory	\$89	\$0	\$89	275	\$24,475
CSCI 145	Computer Programming & Linear Data Structures	\$158	\$0	\$158	150	\$23,700
					Total:	\$271,955

APPENDIX B: FINANCIAL SUMMARY

Cost Category	Expense Description	Expense Amount
Faculty Stipends	Faculty stipends paid 7 faculty teaching 5 courses to attend a 5-day workshop and develop OER materials.	\$20,000
Fringe Benefits	Total benefits for faculty and student	\$1,829
Graduate Research Assistant	The research assistant helped source OER materials for select faculty and developed content for promotional, educational, and reporting materials.	\$1,809
Student Design Assistant	The design assistant formatted OER textbooks for select faculty, developed promotional graphics for OER website and print materials.	\$2,513
Pressbooks Licenses plus tax	Purchased 25 licenses for faculty to independently publish ebook PDFs and ePUB OER textbooks.	\$2,690
Admin/Indirect Costs		\$7,210
Subtotal		\$36,052
WWU Contribution	To cover overage	\$-52
TOTAL		\$36,000

¹ The annual enrollment may be slightly higher by 20–100 students as new hires adopt the OER textbook for an online version of the course.

APPENDIX C: FACULTY EXAMPLES

Example 1

This OER textbook, compiled of public domain materials by Vicki Hsueh and Shirin Deylami for their Political Theory course, involved considerable examination of online materials to gather the best collection of public domain materials to meet the needs of this course.

The image displays two screenshots of an OER textbook interface for the course 'PLSC 261 – INTRODUCTION TO POLITICAL THEORY'. The top screenshot shows 'Section 1: Thucydides (C.460/455-C.399 BCE): Pericles' Funeral Oration'. The left sidebar contains a 'CONTENTS' menu with 'Section 1' selected. The main content area includes a 'Table of Contents' and introductory text: 'The famous Athenian leader and general Pericles offered this speech after the early battles of the Peloponnesian war. It was common at the time for funerals during war to serve as public rituals. The Funeral Oration provides a classic statement on the importance of democracy.' Below this is a quote: '...Our constitution does not copy the laws of neighbouring states; we are rather a pattern to others than imitators ourselves. Its administration favours the many instead of the few; this is why it is called a democracy. If we look to the laws, they afford equal justice to all in their private differences; if no social standing, advancement in public life falls to reputation for capacity, class considerations not being allowed to interfere with merit; nor again does poverty bar the way, if a man is able to serve the state, he is not hindered by the obscurity of his condition. The freedom which we enjoy in our government extends also to our ordinary life. There, far from exercising a jealous surveillance over each other, we do not feel called upon to be angry with our neighbour for doing what he likes, or even to indulge in those injurious looks which cannot fail to be offensive, although they inflict no positive penalty. But all this ease in our private relations does not make us lawless as citizens. Against this fear is our chief safeguard, teaching us to obey the magistrates and the laws, particularly such as regard the protection of the injured, whether they are actually on the statute book, or belong to that code which, although unwritten, yet cannot be broken without acknowledged disgrace.' The bottom screenshot shows 'Section 2: Alexis de Tocqueville, Selections From Democracy in America'. The left sidebar shows 'Section 2' selected. The main content area includes a 'Table of Contents' and introductory text: 'Alexis de Tocqueville was born in the early 19th century in Paris, France. Historian, diplomat, and jurist, de Tocqueville born into an aristocratic family and lost many members of his family in the Reign of Terror, the period of turmoil following the French Revolution. In his early twenties, he travelled to America with his friend and colleague, Gustave Beaumont. Drawing on his firsthand experience, he wrote Democracy in America, 4 vol. (1835–40), an analysis of democracy's possibilities and limitations and a detailed account of the political and social system of the United States in the early 19th century.' Below the text is a portrait of Alexis de Tocqueville. The bottom of the page shows the chapter title: '...CHAPTER III: SOCIAL CONDITION OF THE ANGLO-AMERICANS' and the start of the text: 'Social condition is commonly the result of circumstances, sometimes of laws, often still of these two causes united; but when once established, it may justly be considered as itself the source of almost all the laws, the usages, and the ideas which regulate the conduct of nations: whatever it does not produce, it modifies. If we would become acquainted with the legislation and the manners of a nation, therefore, we must begin by the study of its social condition.' Below this is the section title: 'THE STRIKING CHARACTERISTIC OF THE SOCIAL CONDITION OF THE ANGLO-AMERICANS IS ITS ESSENTIAL DEMOCRACY.'

Example 2


This OER textbook, created and compiled by Todd Smith (Music Department) to support his Music 105 course, is the result of extensive research during the summer after the Faculty Summer Grant Workshop, to create the text content, gather CC-BY images, gather music examples already available online, and in many cases, to create his own music recordings.

Chapter 2: Early Popular Music Styles in America – Continued
Todd Smith / CC-BY

Jazz

New Orleans Jazz


Jazz evolved out of the parade bands that were popular in New Orleans. The African-American and Creole musicians infused this music with more energy, syncopated African rhythms, and the sound of blues and gospel. This became known as "hot" music. "Hot" bands generally consisted of the front line comprised of a trumpet, a clarinet, and a trombone. The rhythm section was usually a banjo, guitar, or a piano, string bass or tuba, and drums. These bands used collective improvisation to embellish and vary the songs they played with equal emphasis on each instrument/layer of the musical texture. Solo breaks were relatively uncommon. "Hot" bands began performing outside of New Orleans as early as 1908 and became popular as a vehicle for dances like the "Charleston".



Source: Wikimedia (public domain)

The first jazz recordings are of the "Original Dixieland Jazz Band" from 1917. Other groups one led by cornet player King Oliver in which Louis Armstrong played, were even more influential on the course of jazz. Listen to "Livery Stable Blues" in Ch. 2 **Listening Examples**, a typical example of New Orleans jazz where many instruments are playing contrasting lines together in a complex web of music. This texture is called "polyphony" ("Many Lines"). This resembles the polyrhythmic interactions of ragtime, but in a more free flowing, spontaneous way.

Source: Wikimedia (public domain)



No single musician is considered as important to the development and commercial appeal of early jazz as Louis Armstrong (1901-1967). Listen to "Cornet Chop Suey" by Armstrong and his Hot Five from 1926 in Ch. 2 **Listening Examples**. In this piece, the polyphonic texture has been crystallized. Armstrong's brilliant trumpet playing takes the lead improvisation. The piece has a strong rhythmic backbone by the piano and banjo, while trumpet, trombone, and independent lines. The rhythms played by the piano consist of accents on each beat through most of the song again features 4-beat patterns. Try counting 1-2 with the music, paying special attention to the pulses of the piano and banjo. Without a drum set, the rhythm section play insistent rhythmic figures to keep the band together and to drive the music forward. This occurs in the middle of the piece, but Armstrong's trumpet returns to bring the music to a

Swing Jazz

Swing jazz became popular in the 1930's, staying popular through World War II. Swing "Big" bands consisted of "sections" of trumpets, trombones, saxes, and a rhythm section. The rhythm section almost always consisted of piano, string bass, and drums. These were bands with many musicians that were expensive to run. When World War II began band leaders had trouble paying their musicians, and many of these groups began to dissolve.

They played primarily composed and arranged material with featured solo improvisation. The music included danceable rhythms and relatively simple music to appeal to dancing audiences. Swing bands used walking bass where the bass plays a note on each beat. Walking bass would later be used in rock and rhythm and blues styles.


A new singing style known as crooning became popular. Characterized by a soft and gentle singing style, it developed through the use of the microphone which was needed for singers to cut above the big bands.

One of the most popular band leaders in the swing jazz era was Benny Goodman (1909-1986). Listen to "Stompin' At The Savoy" from 1934 in Ch. 2 **Listening Examples**. Compare the sound of swing jazz to the jazz of Louis Armstrong above. Notice how the drums and bass drive the music in a stronger and simpler way, and how the melody is much more clear. Many of the complexities of New Orleans jazz have been taken out, and the "swinging" rhythms, dense layers of horns, and melodies are emphasized much more.


As jazz developed, popular songs (referred to as "standards") increasingly became platforms for improvisation and experimentation. In the 1940s a new jazz sub-genre known as Bebop developed. In bebop, songs would often be taken at increased tempos and the chord changes would be cycled while a soloist would improvise melody over top. These improvisations were before the musician felt like they had expressed themselves fully. As jazz evolved, new compositions are written, but the old standards from the 1930s and 1940s remain popular among even the most progressive jazz musicians who try exploring new territory. Take for example the song "Stella by Starlight", originally composed by Jimmie Rodgers in 1944. The song is full of complex chord changes characteristic of many bebop standards. It also contains a catchy melody and accessible lyrics. Listen to multiple examples of the song in Ch. 2 **Listening Examples** and notice how different each example is.

Chapter 2 Listening Examples: Jazz

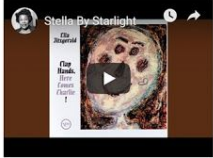
Below: Original Dixieland Jazz Band - "Livery Stable Blues" from 1917. A typical example of New Orleans jazz, many instruments are playing contrasting lines that fit together in a complex web of music. This texture is called "polyphony" ("Many Lines") This resembles the polyrhythmic interactions of ragtime, but in a more free flowing, spontaneous way.



Benny Goodman-"Stompin at the Savoy" (1934)



Below: Ella Fitzgerald sings the standard version of "Stella by Starlight" presenting the melody, chords, and form in a clear way.



Louis Armstrong-"Cornet Chop Suey" (1926)

