

Graduate Course Number: 6213

Course Title: Bass: Jazz Bass for the Non-bassist

Days/Times of Class Meetings: Online, Asynchronous

Number of Credits for the course: 3

Instructor: Doug Bistrow dbistrow@vandercook.edu

This Syllabus is a general outline of the course and is subject to change

Student Engagement Statement:

Each hour of credit implies a 50-minute period of course work, including deliverable assignments, recordings, and notation. Additional time may be required in pre-course preparation, such as acquiring instruments and related devices and technology needed to fulfill course requirements, as well as time spent recording, editing, and uploading media assignments, such as audio and video for review.

Course Description:

Learn the building blocks of improvising on the double bass or bass guitar in a jazz style. Develop walking bass lines and improvised solos from chord charts and discover methods for instructing young bassists in a jazz ensemble setting.

This course will include:

- Playing accompanimental bass lines in swing, straight-eighth notes and ballad styles
- Fingerboard/fretboard layout and fingerings
- Basic harmonic structures of relevant chord/scale relationships

- Navigating common jazz chord progressions
- Concepts in improvisation
- Learning six standard jazz tunes
- Concepts in jazz education

Students can choose either upright or electric bass to take this course. No previous jazz or improvisation experience necessary.

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<p>Students will be able to tune and play a variety of styles on the bass.</p> <p>Students will be able to play a variety of common chord progressions.</p> <p>Students will be able to play and improvise in several diatonic scales.</p> <p>Students will be able to read and write traditional notation and chord charts.</p>	<p><i>Students will perform, record and submit examples to illustrate the attainment of skills as related to this outcome.</i></p> <p><i>Students will perform, record and submit examples to illustrate the attainment of skills as related to this outcome.</i></p> <p><i>Students will perform, record and submit examples to illustrate the attainment of skills as related to this outcome.</i></p> <p><i>Students will perform, record and submit examples to illustrate the attainment of skills as related to this outcome.</i></p>

Program-Level Outcomes Addressed:

a. Professionalism in Teaching - Candidates will participate in group and character-building activities by working alone and with others to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth. Students will demonstrate the ability to: Research best educational practices; Discern new uses for information from a variety of course work; Reflectively discuss their teaching and ways to enhance it.

b. Excellence in Music- Candidates will explore more deeply the culturally and historically important aspects of music, musicians, and composers throughout the world and across time. Students will demonstrate the ability to: Recognize style traits of various composers, genres, and periods; Identify major and transitional composers in a variety of styles, genres, and periods; Learn or review and apply new techniques to perform in a style appropriate to genre, style, period, and culture.

c. Strength in Character- Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional practices and those demonstrated as effective through current research. Students will demonstrate the ability to: Discuss a variety of educational approaches; Describe why particular educational approaches are chosen for use; Choose and apply new approaches to the teaching praxis.

Course Requirements and Assessment: Students are given performance criteria and create videos and written assignments demonstrating their understanding of of the material given in the course content. Feedback will be given for each assignment, which will then be applied by the student to future assignments. Grades will be based on the quality of the work and the application of feedback from previous assignments.

Grading Breakdown: A: 90-100, B: 80-90, C: 70-80, D: 60-70, F: 0-60

Instructional Materials:

Instructional materials will be provided by the instructor.

Course Bibliography: NA

Course Calendar or Schedule: See schoology website

Attendance Policy: NA

Candidate Conduct

“An important part of VanderCook’s Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.”

Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty

“Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate’s success in the program. Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.”

Plagiarism

“Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else’s work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or

summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

Disability Statement

“If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.”