

**Graduate Course Number: 7493**

**Course Title: Solutions for the Jazz/Pep Band Guitarist**

**Days/Times of Class Meetings: asynchronous**

**Number of Credits for the course: 3.0**

**Matt Hudson**

**[mhudson@vandercook.edu](mailto:mhudson@vandercook.edu)**

**312/225-6288**

**“This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.”**

**Student Engagement Statement:** Each hour of credit implies a 60-minute class period plus 2 hours of outside the class preparation or its equivalent. Please diligently prepare assignments by watching assigned videos and practicing all exercises thoroughly.

**Course Description:** Guitar solo coming up? Guitarists not sure how to handle that chord symbol? Problems with funk and rock strumming problems? This course will help you help them! Learn to play through these issues yourself so you can help your guitar players reach their potential and contribute to the ensemble. Students will record and submit videos of them performing various exercises and songs, designed to unlock the common problems facing jazz and pep band guitarists.

<b><u>Student Learning Outcomes</u></b>	<b><u>Outcomes Assessments</u></b>
<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Play all major and minor triads in at least 3 positions on the neck.</li> <li>2. Read music notation in multiple positions including open, 3rd, 5th, and 10th.</li> <li>3. Play barre Chords.</li> <li>4. Play 7th chords and 9th chords.</li> <li>5. Students will be able to integrate slurs in their melodic interpretations and improvisations.</li> <li>6. Play strumming patterns that include 1/16 note subdivisions and staccato variations in the funk and rock idioms.</li> </ol>	<ol style="list-style-type: none"> <li>1. arpeggio exercises in major and minor.</li> <li>2. scales for the purpose of improvisation'</li> <li>3. blues melody</li> <li>4. note naming on all strings</li> <li>5. muting strings in left hand for funk and rock rhythm guitar parts.</li> <li>6. slurs- detailed approach</li> <li>7. Reggae strumming patterns</li> </ol>

**Program-Level Outcomes Addressed:** 1. A high level of musicianship 2. Academic ability and diligence leading to a lifetime of learning 3. Skill in the process of teaching 4. Self-discipline and persistence 5. Interpersonal and intrapersonal skills 6. Good citizenship and personal integrity 7. Building pragmatic links with educational programs in diverse communities

**Course Requirements and Assessment:** This course will be divided into 6 units. Each week there will be instructional videos provided. You will use these materials to create videos of your weekly assignments. These will include playing exercises based on arpeggio studies, scales, specific strumming patterns, melodies, and improvisation.

**Grading Breakdown:** • Assignments: 50% • Discussions: 25% • Tests & Quizzes: 25%

**Due Dates**

Due dates for discussions are FIRM. If they are not completed on time, they will not receive credit. I am however a bit more flexible with Assignments:

- Any assignment submitted one week late will be automatically docked one letter grade. (For example, from an A down to a B.)
- Any assignment submitted two weeks late will be automatically docked two letter grades. (For example, from a B down to a D.)
- Any assignment submitted more than three weeks late will not receive credit. (There are no exceptions to this rule. If you are experiencing extenuating circumstances, please send me a direct message and we can discuss options at that time.)
- No assignments will be accepted after the course has ended on May 8th, 2022. I will spend the following morning finalizing your grades and submitting them to VanderCook. Any of the above rules regarding late assignments no longer apply after May 8th, 2022. That is a firm deadline for all course work.

Instructional Materials: Suggested text: *A Common Sense Approach to Improvisation* by Joe Negri. *Introduction to Guitar* by Joe Sweet.

Course Bibliography: n/a

Course Calendar: Unit 1: Scales, arpeggios, and 1st position melody  
Unit 2: Knowing the Fretboard  
Unit 3: Minor Blues, Funk/Rock strumming patterns  
Unit 4: Slurs, Playing a Jazz-based Melody  
Unit 5: Improvisation, Reading in 7th position, Reggae rhythms  
Unit 6: 9th Chords, funk Rhythms, Jazz duets

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.”***

- Cell Phone/Computer Policy: <<Candidate Conduct Continued: Cell phone/computer policy:>>

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.”