

Graduate Course Number: 7633

Course Title: The Beginner Jazz Rhythm Section: From Beginning to Swinging

Course Structure: Hybrid

Synchronous Courses: Each one credit hour earned assumes approximately 3.75 clock hours of work, on average, per week of combined in-person learning/chat sessions and independent work/study.

For a 12-week, 3-credit online course, students will spend, on average, 11.25 clock hours per week of combined chat sessions and independent work/practice.

For an 8-week, 3-credit online course, students will spend, on average, 16.6 hours per week of combined chat sessions and independent work/practice.

Asynchronous Courses: Asynchronous courses are designed for music educators whose time zones or teaching schedules do not allow them to attend classes synchronously. Through the use of pre-recorded lectures, independent research and writing projects, online discussion forums, watching online videos, and taking quizzes, the workload expectations are equivalent to the rigor that would normally be offered in an on-site, 15-week semester class.

Days/Times of Class Meetings: NA

Number of Credits for the course: 3

Instructor with office phone number, email address, and office hours: (708) 439-1606, rgriffin@vandercook.edu, Thursdays 12:00pm-3:30pm, 7:00pm-8:30pm

“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. Students in compressed courses are required to prepare for the first day of classes by preparing the pre-course readings and any pre-class assignments, such as video recording a warm up, rehearsal, or teaching session.

Course Description:

This graduate-level course is designed for music educators who are looking to develop their skills in teaching beginner jazz rhythm sections. The course will focus on the foundational aspects of the rhythm section in jazz music, with specific emphasis on the roles of the piano, bass, and drum set.

Through a combination of lectures, discussions, and hands-on activities, participants will gain an understanding of the basic techniques and concepts necessary for teaching these instruments to beginner students. Topics covered will include rhythm and timekeeping, harmonic structures, improvisation, and ensemble playing. Participants will also learn how to effectively integrate the rhythm section into a jazz ensemble, including strategies for communication and collaboration with other musicians. Additionally, the course will cover techniques for creating effective rehearsal plans and providing constructive feedback to students.

Throughout the course, participants will have the opportunity to apply their knowledge in

practical settings, such as through demonstrations, performances, and peer feedback sessions. By the end of the course, participants will have developed a comprehensive understanding of the fundamentals of teaching beginner jazz rhythm sections and will be equipped with the skills and knowledge necessary to effectively teach their students the fundamental roles of the jazz band rhythm section to their students.

Student Learning Outcomes	Outcomes Assessments
<p>Students will be able to:</p> <p>Effectively integrate the rhythm section into a jazz ensemble, including strategies for communication and collaboration with other musicians.</p> <p>Develop and implement effective rehearsal plans for teaching beginner jazz rhythm sections.</p> <p>Provide constructive feedback to students and help them develop their skills in rhythm, timekeeping, posture, harmonic structures, and improvisation.</p> <p>Apply their knowledge in practical settings, such as through demonstrations, performances, and peer feedback sessions.</p>	<p>Oral and written projects including playing demonstrations</p> <p>Oral and written projects including playing demonstrations</p> <p>Performance and Written projects</p> <p>Performance and Written projects</p>

Program-Level Outcomes Addressed:

a. 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.

b. 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 will be required to submit 2 performance videos of them performing on one of the 3 rhythm section instruments. These videos will demonstrate an understanding of the content learned in the course.

In addition, Students will be required to view videos and complete written assignments that pertain to the videos and material covered in class.

There will be a midterm project due midway through the course and a final project due at the conclusion of the course. The projects are intended to be used as resources for the students to use at their respective educational institutions.

Performance videos (2): 20 pts
Written assignments (2): 20 pts
Midterm Project (1): 30 pts
Final Project (1): 30 pts

Grading Breakdown:

Week 2: Assignment #1 Due
Week 4: Assignment #2 Due
Week 6: Midterm Project Due
Week 8: Assignment #3 Due
Week 10: Assignment #4 Due
Week 12: Final Project Due

Instructional Materials: Instructional Materials will be provided by the instructor. Students should have access to basic notation software. In addition, students should have the ability to submit audio recordings.

Course Bibliography: NA

Course Calendar or Schedule: Course Projects 60%, Assignments 40%

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.”

- Cell Phone/Computer Policy: NA

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.”