

Bergen Community College
Division of Business, Arts, and Social Sciences
Department of Visual and Performing Arts

Course Syllabus

MUS-247 Jazz Ensemble III

Basic Information about Course and Instructor

Semester and year: Course and Section Number: Meeting Times and Locations: Instructor: Office Location: Phone: Departmental Secretary: [optional] Office Hours: Email Address:
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Course Description:

MUS-247 Jazz Ensemble III

This course requires students to study and to perform in a variety of jazz styles. Special attention will be given to the development of improvisational skills and reading jazz charts. Students are expected to participate in concerts for college ceremonies and functions.

Lecture [1.00], Laboratory [1.00].

1 credit

Prerequisite: MUS-246 Jazz Ensemble II

Student Learning Objectives and Assessment:

At the completion of the semester, students will be able to:

1. Perform different jazz styles (swing, blues, bebop, Latin, and jazz rock) in an ensemble setting at an intermediate to advanced level;	Performance evaluations
2. Read/perform rhythms and demonstrate proper articulation and phrasing for the various jazz styles at an intermediate to advanced level;	Performance evaluations
3. Demonstrate a solid sense of time displacement and rhythm at an intermediate to advanced level;	Performance evaluations
4. Demonstrate competency in basic jazz improvisational skills (scales and harmony) at an intermediate to advanced level;	Performance evaluations
5. Exhibit introductory knowledge of jazz history and key jazz musicians;	Performance evaluations
6. Exhibit the professionalism and attitude required to foster a creative and productive learning environment	Performance evaluations

7. demonstrate the ability to create and perform music together with other musicians in rehearsals and concerts.	Performance evaluations
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Required Texts:

Ensemble charts will be distributed by the instructor or purchased by the student at a later date.

Recommended Texts:

Aebersold, Jamey. A New approach to Jazz improvisation. Jamey Aebersold Jazz, 1967.

Coker, Jerry. Improvising Jazz. Prentiss Hall, 1964.

Materials:

1. Music supplied by director. Students are financially responsible for any damaged or lost music that the director provides.
2. Students must bring their instrument and music
3. Students are also responsible for instruments, reeds, picks, cords, spare strings, etc.
4. In addition, it is recommended that to bring a tape recorder to class to tape portions of the class for home review.

Additional Resources:

1. It is strongly recommended that students either purchase or gain access to a metronome.
2. A transcriber computer program such as “The Amazing Slow Downer” (www.ronimusic.com) is a recommended, helpful tool.
3. A play-along program such as “Band-In-A-Box” (www.band-in-a-box.com) is highly recommended for this class.

Improvisation Policy:

Because improvisation is one of the most important elements of jazz, soloists will be held accountable for their improvisation, preparation and performance. The director decides on improvisation assignments. Considerations for improvisation assignments decisions include: the specific needs of the performance, the intent of the composer/arranger, the ability levels and needs of the ensemble, seniority, and the past history of dependability and positive contributions towards the ensemble. The improviser must be able to demonstrate the capacity to play all of the scales within the specific chord changes at performance and be able to improvise with satisfactory proficiency.

Course Requirements:

Students are expected to practice the material during the week. The course will include midterm and final musical evaluations based on rehearsals, concert performances, and recordings. Each student is expected to improve his or her musicianship and improvisational skills each semester. In addition, students will be evaluated by the following:

- **Attendance / Class Participation:** To get full credit for Attendance / Participation you should come to all classes, complete all listening and writing assignments and pay special attention to the “ensemble etiquette guidelines.” Since absence or tardiness disrupts the entire ensemble, unexcused absences or tardiness will not be tolerated and will result in a lower grade as well as being barred from performing in the concert. All students are expected to assist with equipment setup and testing. Students will be assigned these tasks on a rotation basis.
- **Campus Performances:** The course will include one or more on campus performances. Students are expected to participate in each of these events.
- **Off-Campus Performances:** The ensemble (or selected members of the ensemble) may have the opportunity to perform at off-campus venues.

Ensemble Behavior:

This is an ensemble. As such we are interdependent, not independent. There is no room for unprofessional behavior. Students need to approach rehearsals with professionalism, generosity and an eye toward problem solving and improving the group. You must request the instructor's permission to leave the room and work on material in another practice room or class. IT IS MANDATORY THAT THE INSTRUCTOR KNOWS WHERE YOU ARE AT ALL TIMES! Failure to comply with this policy may result in a failing grade.

While most artistic decisions are open to group input and often decided by the group, the instructor reserves the right to override such decisions in the interest of the ensemble or the program. Remember, all you do will reflect on you, your instructor and our program. Therefore, we will strive for professionalism in all of our endeavors.

Evaluation:

Attendance/Participation: 40%
Musical Evaluations: 40%
Professional Attitude and Rehearsal Conduct: 20%

Assignment details and grading rubrics will be posted on the Moodle site.

90-100 = A 86-89 = B+ 80-85 = B 76-79 = C+ 70 - 75 = C 65-69 = D
E =Unofficial Withdrawal W =Official Withdrawal INC=Incomplete 0-64 = F

Any work turned in late from the original due date shall be deducted by one letter grade. Two letter grades shall be deducted after the second week from the due date, and three letter grades after the third week from the original due date. There are no make-up examinations unless approved in advance by the instructor.

Bergen Community College Academic Policies:

Bergen Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. Please review the college catalogue or student handbook for further information on this topic. Bergen Community College has adopted an internal grievance procedure to provide for prompt and equitable resolution of complaints alleging any action prohibited by federal regulation implementing Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. (ADA). Please review the college catalogue for further information on this topic.

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination. Please review the policy prohibiting sexual harassment in the college catalog. Please review the statement on acceptable use of BCC technology in the college catalog. Faculty hold 3 office hours per week, and as requested by students, by appointment. Students are encouraged to seek out their faculty member for academic needs.

BCC Attendance Policy

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Attendance Policy in this Course

[To be designated by the instructor]

Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]

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<p><u>Examples:</u> Statement on plagiarism and/or academic dishonesty. ADA statement. Sexual Harassment statement. Statement on acceptable use of BCC technology. Statement on the purpose and value of faculty office hours.</p>
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Statement on Accommodations for Disabilities

Bergen Community College aims to create inclusive learning environments where all students have maximum opportunities for success. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Specialized Services at 201-612-5269 or via email at ossinfo@bergen.edu for assistance.

Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc. Include information on the BCC Library.

Example:

Student and Faculty Support Services

The Distance Learning Office – for any problems you may have accessing your online courses	Room C-334	201-612-5581 psimms@bergen.edu
English Language Resource Center	On Line at:	http://www.bergen.edu/elrc
The Tutoring Center	Room L-125	201-447-7908 http://www.bergen.edu/tutoring
The Writing Center	Room L-125	201-447-7908 http://www.bergen.edu/owl
The Office of Specialized Services (for Students with Disabilities)	Room L-116	201-612-5270 http://www.bergen.edu/oss
BCC Library – Reference Desk	Room L-226	201-447-7436

Special Note on the Tutoring Center

The Henry and Edith Cerullo Learning Assistance Center encompasses the Tutoring Center, the English Language Resource Center, and the Writing Center. The website of the Learning Assistance Center is located at www.bergen.edu/elrc. Tutoring services are available for this course in the Tutoring Center. As listed above, the Tutoring Center is located in Room L-125, and its phone number is 201-447-7908.

Include a Course Outline and Calendar [can be combined in a single syllabus section]

The Course Outline and Calendar must include all of the following elements:

- *A daily or (at least) weekly schedule of topics* to be covered.
- *Dates for exams, quizzes, or other means of assessment.* (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")
- *Due dates for major assignments – e.g.,* when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.

Departmental Policy Syllabus
Revised 8/1/2022

- Any *required special events* must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.
- Designation of Student Learning Objectives – by number – for each topic (see sample below).
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

Sample Course Outline:

The following outline may be revised at the discretion of the instructor. Specific readings and written assignments will be shared during class meetings and posted on the course Moodle site.

Week	Topic	Student Learning Objectives
1	Introduction	1-7
2	Song Project I	1-7
3	Song Project I	1-7
4	Song Project I	1-7
5	Song Project I	1-7
6	Song Project II	1-7
7	Song Project II	1-7
8	Song Project II	1-7
9	Song Project II	1-7
10	Song Project III	1-7
11	Song Project III	1-7
12	Song Project III	1-7
13	Concert Rehearsals	1-7
14	Final Concert	1-7
15	Concert and Performance Assessment	1-7