Marshall University
College of Arts and Media - School of Music and Theatre
MUS 512: Advanced Jazz Pedagogy and Conducting

Course Title/Number	MUS 512: Advanced Jazz Pedagogy and Conducting, 3 credit hours
Semester/Year	Fall 2016
Days/Time	T.B.A.
Location	Jomie Jazz Center, Rm. 114
Instructor	Jeffrey Wolfe
Office	SMH 315
Phone	304-696-3613
E-Mail	wolfe9@marshall.edu
Office Hours	T.B.A
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description

Advanced study of methods and materials for jazz curriculum. Ensemble organization, rehearsal and conducting techniques. Selection of literature and equipment. Organization and presentation of public performances.

Student Learning Outcomes	How Students Will Achieve Learning Outcomes	How Student Achievement Of Outcomes Will Be Assessed
Students will dispel myths about jazz education and define the qualities of an effective educator.	Students will participate in class discussions based on assigned readings to identify the common myths about jazz education, dispel these myths, and define the qualities of an effective educator, as well as observe jazz educators in the field.	Students will demonstrate their understanding through their class journals by connecting their reading to class discussion, as well as writing critiques based on their observations of jazz educators in the field.
Students will learn the core components of the modern jazz curriculum, identify literature and materials that support each course in the curriculum, and explore the methods and philosophies for teaching each course in the jazz curriculum.	Students will research various jazz curricula and recommended materials to support each course. Students will participate in class discussion and reflect on their own experiences in learning jazz to identify effective methods and philosophies of instruction.	Students will demonstrate their understanding by proposing a jazz curriculum with rationale for the inclusion of each course, the development of a syllabus, and through the effective teaching of a jazz topic in class.
Students will explore the cannon of literature for the large jazz ensemble, examine the importance of choosing literature based on sound pedagogical principles, and strategies for programming an effective concert.	Students will be guided through the analysis of a big band chart to identify areas of concern including instrument range, virtuosity, difficulty relative to performer skill, and appropriateness to the cannon of literature.	Students will submit a detailed analysis of a chart of their choice for a pre-determined skill level ensemble, and a complete concert program proposal with rationale for the inclusion of each composition.
Students will learn various rehearsal and conducting techniques for the large jazz ensemble.	Students will observe then practice rehearsal and conducting techniques, as well as capture their own rehearsal/conducting on video for subsequent in-class critique.	Students will demonstrate their proficiency by leading a big band rehearsal and conducting during a concert.
Students will explore careers in jazz education and how to effectively administer common activities that are frequently encountered as a jazz educator (i.e. guest artist series, jazz festivals, clinicians, etc.).	Students will participate in class discussion based on assigned reading and reflect on their own experiences with jazz education and activities.	Students will share their perspectives on jazz education through their journal reactions and commentary.

Required Texts and Materials

- David Baker, Jazz Pedagogy: A Comprehensive Method of Jazz Education for Teacher and Student
- Notebook for class notes and handouts
- Access to a video recording device

Course Requirements (See course schedule below for due dates)

- Journal article reading, reaction, and commentary - **(20%)**: Weekly written reaction and commentary on a given article pertaining to issues within jazz education and/or topics within the greater jazz community. Available on MU Online discussion boards.

- Projects/Assignments - **(25%)**:
  - Create a jazz curriculum proposal and rationale
  - Create a syllabus for a given jazz course
  - Create a big band concert program and rationale
  - Pedagogical analysis of a big band chart

- Authentic Assessment Activities - **(30%)**:
  - Teach a lesson (along with all lesson plans and materials) on a given subject/topic
  - Conduct a 30 minute big band rehearsal, including score preparation and rehearsal techniques (ongoing throughout the last 6-8 weeks of the semester)
  - Program concert and conduct a composition on the December 3rd jazz ensemble II concert (8:00 p.m.)

- Jazz Course/Rehearsal Observations - **(25%)**:
  - Observation of various collegiate and high school jazz courses and ensembles (both large and chamber), followed by a written critique and analysis of each visit.

Grading Policy

Grades will be assigned using the following scale (please note the category weights in the "Course Requirements and Due Dates" section).

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% or lower

Attendance and Late Work

Attendance is paramount to your success. If you miss class, you miss material that cannot be made up. **Attendance is required.** Every unexcused absence after two will result in your grade being lowered by one letter. **NO EXCEPTIONS!** However, excused absences are permitted for illness, personal emergencies, and MU sanctioned activities. In order for an absence to be excused, you must meet the guidelines for excused absences as stated in the *Marshall University Undergraduate Catalog 2015-2016*, pp. 85-86, and have written approval from the Dean of Student Affairs (Office of Student Affairs). Please do not ask me to rule as to whether your absence is to be excused. I do not have the right to such rulings. Please do not bring me notes from doctors, parents, roommates, spouses, etc. Take such materials to the appropriate office before the next class meeting. Tardiness of more than 5 minutes or walking out in the middle of class (without consulting me of your need to leave early) will be counted as an absence.

All assignments are to be submitted at the beginning of the class period in which they are due. Assignments submitted after the due date will be assessed a **10% penalty** for each day late. Absences, whether excused or not, do not exempt you from completing and submitting work due or completed in class. Assignments are due at the first class period the student returns after an absence (regardless of an excused or unexcused absence). If the absence is excused, there will be no late penalty; if the absence is unexcused, the late penalty will be applied. Attendance is required for quizzes and exams. A quiz or exam may only be made up if a student meets the criteria stated above for an excused absence. A make-up quiz or exam may vary from the original.

Academic Dishonesty & Plagiarism

Please consult the *Marshall University Undergraduate Catalog 2015-2016*, pp. 71-73 for Marshall University's policy and definitions of academic dishonesty. Academic dishonesty is considered to be an academic crime. Doing your own work and properly documenting quoted and paraphrased material are the keys to avoiding plagiarism. If I detect any plagiarism or academic dishonesty (i.e., copying someone else's paper or test, submitting work you found on the Internet as your own, etc.), you will fail the assignment or test and the incident will be reported to the Office of Academic Affairs. Additionally, you may fail the course and/or be subject to academic suspension.

Mobile Computing Devices

No one loves their mobile devices more than I do, but using them during class for activities outside the scope of the course is distracting to your instructor and more importantly to your fellow classmates. If mobile devices are to be utilized during class, your instructor will notify you. Mobile devices must be stowed and set to "silent" prior to the beginning of class. If you know in advance that you will need to use your phone during class time please let me know before class begins (emergencies not withstanding). **Failure to meet this expectation will result in the student being asked to leave class and an unexcused absence being recorded for the day.**

Miscellaneous

- Email: Please check your Marshall email often. This will be the official source of communication between myself and you, the student.
- MU Online: Most course materials as well as applicable assignments and will be made available on MU Online (www.marshall.edu/muonline). Log on frequently to view and download materials you might have lost or need due to an absence or to view current course activities and assignments.
- Grade Reports: Detailed grade reports will be distributed to every student twice during the semester (midterm and dead week). At any point in the semester you may email me (wolfe9@marshall.edu) for a current grade report.
- Some Important Dates:
    - T.B.A.

MUS 512: Advanced Jazz Pedagogy and Conducting, Fall 2016

Schedule of topics, assignments, due dates, and required readings

(Schedule is subject to change at the discretion of the instructor)

Week/Due Dates	**Topic**	**Assigned Reading** (Jazz Pedagogy)
Week 1: 8/22, 8/24	Jazz education myths and problems with jazz education	Introduction - iii - vii Preface - viii - x Chapter I: Myths 1-11 Chapter II: Jazz and Education —Some Problems 12-23
Week 2: 8/29, 8/31	Qualities of an effective educator	Chapter II: Jazz and Education —Some Problems 12-23
Week 3: - 9/5, 9/7	Survey of jazz curriculums and materials	Chapter III: Some Thoughts on the Formulation of a Jazz Degree Program 36-48
Week 4: 9/12, ***9/14** ***Thursday, 9/14: Jazz curriculum proposal and rationale due**	Teaching of the jazz curriculum: improvisation	Jazz Improvisation: 50-63 Chapter VII: Some Thoughts on Teaching Improvisation 167-177
Week 5: 9/19, 9/21	Teaching of the jazz curriculum: history/styles	Jazz Styles: 64-67 History of Jazz: 80-110
Week 6: 9/26, 9/28	Teaching of the jazz curriculum: theory/arranging and composition	Arranging and Composing: 68-77
Week 7: 10/3**, ***10/5 ***Thursday, 10/5: Jazz course syllabus due**	Teaching of the jazz curriculum: Pedagogy/applied/jazz combo	Pedagogy: 78-79 Chapter VI: The Jazz Combo 159-165 Some Suggestions for the Private Teacher: 170-175
Week 8: 10/10, 10/12 **Lesson Presentations (all week)**	**Lesson presentations (all week)**	**Lesson presentations (all week)**

Week 9: 10/17, 10/19	Big band rehearsal techniques and conducting: repertoire and programming	Chapter IV: The College Jazz Band 112-128
Week 10: 10/24, *10/26 ***Thursday, 10/26: Big band concert program and rationale due**	Big band rehearsal techniques and conducting: conducting techniques	Chapter IV: The College Jazz Band 112-128 Chapter V: Some Special Techniques for Training the Jazz Band: 129-158
Week 11: 10/31, 11/2	Big band rehearsal techniques and conducting: rehearsal techniques (your job as a conductor and the expectations of the musicians)	Chapter IV: The College Jazz Band 112-128 Chapter V: Some Special Techniques for Training the Jazz Band: 129-158
Week 12: 11/7, 11/9	Big band rehearsal techniques and conducting: adjudication	Chapter IV: The College Jazz Band 112-128 Chapter V: Some Special Techniques for Training the Jazz Band: 129-158
Week 13: 11/14, *11/16 ***Thursday, 11/16: Pedagogical analysis of a big band chart due**	Careers in jazz education: opportunities inside and outside of public school/higher education	Handout distributed in class (or MU Online)
Week 14: 11/21 - 11/25	**No classes: Thanksgiving Holiday**	**No classes: Thanksgiving Holiday**
Week 15: 11/28, 11/30 **Jazz Ensemble II Concert** **Observation critiques due.**	Jazz residencies and jazz festivals Guest artists series and clinics Jazz in the high school	Handout distributed in class (or MU Online) Chapter VIII: Some Thoughts on Jazz in the High School 178-182
Week 16: 12/5-12/9	Finals	Finals