

COURSE APPROVAL/CHANGE DOCUMENT

(See back of form for instructions)

1. ADDITION ___ REVISION ___ TERMINATION ___

2. IF REVISION: denote changes (i.e. Title only; Title, CIP and Description; etc.):

3. COURSE NUMBER ___

4. COURSE TITLE _____

5. IF REVISION: Previous Course No. _____ Previous Title _____

6. FOR ADDITIONS AND REVISIONS -
FIRST TERM/YEAR TO BE OFFERED:

Fall___ Spring___ Summer___ Term_____

7. FOR TERMINATIONS ONLY -
LAST TERM/YEAR TO BE OFFERED:

Fall___ Spring___ Summer___ Term_____

8. COLLEGE:

9. DEPARTMENT NAME:

10. CIP CODE (Classification of Instructional Program / US Bureau of Labor Statistics): _____

11. FIXED CREDIT HOURS: YES___ NO___

___ Total Credit Hours

___ Lec Contact Hours

___ Lab Contact Hours

___ Other Contact Hours

12. VARIABLE CREDIT HOURS: YES___ NO___

___ Min Total Credit Hours ___ Max Total Credit Hours

___ Min Lec Contact Hours ___ Max Lec Contact Hours

___ Min Lab Contact Hours ___ Max Lab Contact Hours

___ Min Other Contact Hours ___ Max Other Contact Hours

13. CAN THIS COURSE BE TAKEN FOR ADDITIONAL CREDIT: YES___ NO___ If YES, total number of times course can be taken _____

14. MAXIMUM ENROLLMENT ALLOWED FOR COURSE: _____ Justification of maximum enrollment:

15. CLASS SCHEDULE TYPE/ FACULTY WORKLOAD: Choose appropriate schedule type:

Faculty Workload: _____

Class schedule type justification:

16. COURSE LEVEL:

17. GRADE TYPE:

18. DEVELOPMENTAL COURSE: YES___ NO___

19. CROSS-LISTED COURSE:

YES___ WITH _____ NO___

20. SPECIAL COURSE FEE? (Must be Board approved)

YES___ Amount \$ _____ NO___

21. Required faculty qualifications to teach this course:

22. GENERAL EDUCATION COURSE: YES _____ NO _____

If yes, please select one general education category:

If yes, please select up to three general education learning goals that reflect the priorities for student learning in the course. Please rank these in priority order, i.e. 1,2,3 by inserting the numbers/rankings into the boxes:

- ___ General Education Learning Goal 1: Ethical Reasoning
- ___ General Education Learning Goal 2: Global Learning
- ___ General Education Learning Goal 3: Information Literacy
- ___ General Education Learning Goal 4: Written Communication
- ___ General Education Learning Goal 5: Oral Communication
- ___ General Education Learning Goal 6: Critical Thinking
- ___ General Education Learning Goal 7: Quantitative Literacy

If the proposed new or revised course is a General Education course, please provide a short rationale why this course should be considered as a general education course.

Attach the following:

- a) Class syllabus using the syllabus template.
- b) Memo from Library Dean assessing available and needed library resources and services.
- c) If applicable, memos from Department Chair(s) in affected department(s) stating support or that issues/conflicts are resolved.

COURSE APPROVAL SIGNATURES

Department Chairperson

Dean of Kent Library

College Council

Educator Preparation Committee

General Education Council

Graduate Council

To obtain the next signature, save the pdf to your desktop and then email the form as an attachment to the next individual for signing. When submitting the form, the **email must come from your Southeast email account.**

Registrar's Office Use Only

SCACRSE _____ Degree Audit _____ Bulletin _____ Degree Map _____ SHATATR _____

Instructions for Completing Course Approval/Change Document

1. Is the course an Addition, Revision or Termination?
2. If Revision: Please list changes being made to course such as title change; or title, CIP, and description change, etc.
3. Course Number: Two letters (choose discipline from drop down menu) and three numbers (i.e., EN 140). For course additions, ask for a list of available course numbers from the Registrar's Office.
4. Course Title: Full title of course.
5. If Revision: Indicate previous course number and/or title if change has been made. A new course number must be used if the revised course is not equivalent to the previous course offered.
6. For Additions and Revisions-First Semester/Year To Be Offered: Indicate first semester/year course is to be offered or when changes to the revised course will be put into place.
7. For Terminations Only-Last Semester/Year To Be Offered: Indicate last semester/year course is to be offered. For course terminations skip questions 10-22.
8. College Name: Choose the College Name from drop down menu. UI/IU courses belong to the Provost.
9. Department Name: Choose the Department Name from drop down menu. UI/IU courses belong to the Provost.
10. CIP Code: Enter six digit code number. Contact Institutional Research for information.
11. Fixed Credit Hours: Enter the total credit hours student will earn for course. Lecture, Lab, and/or Other Contact Hours should be completed as appropriate. Lecture contact hours should equal the student credit hours earned for the lecture component of the class. Lab contact hours will in most cases be entered as a 2 to 1 ratio (2 contact hours equals 1 student credit hour) for the lab component of the class. Other Contact hours will be entered for field experience courses, internships, practicums, etc.
12. Variable Credit Hours: If course is variable credit hour, indicate total minimum hours and total maximum hours for which credit can be received. Indicate minimum and maximum lecture, lab, and/or other contact hours as appropriate. See 10 for more detailed instructions.
13. Can This Course be Taken for Additional Credit: Indicate if students will be allowed to enroll in this course more than once for additional credit. NOTE: If the course allows for multiple repeats, it is outside the normal repeat procedure. If a student making a grade of 'D' or 'F' wants to repeat the course for a better grade, special handling is required.
14. Maximum enrollment allowed for course: Indicate the total number of students allowed to enroll in this course and the justification for that maximum.
15. Class Schedule Type/Faculty Workload: See Class Schedule Types sheet on Document Share for appropriate type of course and faculty workload.
16. Course Level: Choose appropriate course level from drop down menu. 500 level courses are mixed undergraduate/graduate.
17. Grade Type: Indicate if course is standard grade (A, B, C, etc.) or Credit/No Credit
18. Developmental Course: Indicate if course is to be offered for degree credit or developmental credit.
19. Cross-listed Course: List course that is cross-listed across disciplines (e.g., PY120/CF120)
20. Special Course Fee: Indicate course fee amount as approved by Board of Regents
21. Required faculty qualifications: What are the degrees, areas of specialty, and/or other characteristics of a faculty member that would qualify them to teach this course.
22. General Education Course: Choose NO, or the category in which the course falls and the general learning goals.

MU320 – Jazz Improvisation II
Southeast Missouri State University

Course Description

Improvisation skills will be expanded through exposure to more complex chord progressions and transcription. Advanced harmonic concepts will be introduced.
Prerequisite: MU251 – Jazz Improvisation I. (3 credits)

Spring 2021

Schedule: MWF 11:30-12:20, CAC155

Final Exam: TBD

Instructor: Dr. Kevin Tague OR Dr. Joseph Jefferson

Office: River Campus Seminary 360 or 356

Office Hour: By appointment

Office Phone: 573-651-2341 or 2398

Email: ktague@semo.edu or jjefferson@semo.edu

Concerns: Questions, comments or requests regarding this course or program should be taken to your Instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Kevin Hampton, Department of Music Chair, or Mrs. Rhonda Stilson, Dean of the Holland School of Arts and Media.

Course Learning Objectives

1. Students will improvise on chord progressions including the Blues, Modal Jazz, and others including Rhythm Changes.
2. Students will demonstrate the ability to successfully improvise over common chord progressions and substitutions.
3. Students will demonstrate the ability to perform scale patterns in all keys.
4. Students will transcribe solos by jazz masters.
5. Students will compose original songs based on the Blues and Rhythm Changes.

Required Materials

- “iReal Pro” app for Android or iOS
- Blank staff paper and pencil
- Melodic instrument (or voice)
- Notation software (Finale, MuseScore (free), Sibelius, or Dorico)
- Coker, Jerry. *Elements of the Jazz Language for the Developing Improvisor*, Alfred Music Publishing, Van Nuys, CA, 1991
- Additional materials will be provided by the instructor

Suggested Materials

- “Amazing Slow Downer” or another transcription app
- Aebersold, Jamey. *A New Approach to Jazz Improvisation*. Vol. 54: *Maiden Voyage*, Jamey Aebersold Jazz, Inc., New Albany, IN, 1992
- Coker, Jerry. *Patterns for Jazz*, 3rd Edition, Alfred Music Publishing, Van Nuys, CA, 1970

Student Expectations

- Students will bring their instrument and all materials to every class
 - Drummers and percussionists will perform on vibes, marimba, xylophone, or another melodic instrument. Vocalists will “scat sing”
- Students will perform the skills presented in every class
- Students will perform transcriptions of jazz masters as assigned

Grading

In Class Performances/Participation – 20%

(4) Transcription Assignments – 20%

(3) Composition Assignments – 20%

Quizzes – 20%

Final Written Exam – 10%

Final Playing Exam – 10%

Late work

In class performances cannot be made up. The written portion of transcription and composition assignments turned in between one and seven days late will be accepted but will be lowered one letter grade. Assignments more than one week late will not be accepted.

Attendance

Please refer to the following excerpt from the official University attendance policy: Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for assignment make-up. However, it is the instructor’s decision to provide, or not to provide, make-up work related to absences for any other reason.

Academic Honesty – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else’s work as your own, whether it is intentional or unintentional.

- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct

<http://www.semo.edu/responsibleredhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

Accessibility – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

Civility – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

Mandatory Reporting – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

Student Success – This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

"I will gladly honor your request to address you by your preferred name and/or gender pronouns. Please advise me of preferences early in the semester so that I may make appropriate changes to my records."

Course Outline: (Subject to change)

Week 1	Syllabus; Blues review ii-V7-I review; "Three in-Two out" patterns; (tunes from Intro)
Week 2	I-vi-ii-V progressions and comon substitutions (iii for I, #i for vi) Dominant Circle progression
Week 3	Rhythm Changes; (<i>I Got Rhythm</i>) Transcription 1 Due
Week 4	Rhythm Changes cont.; more scale patterns Rhythm Changes contrafacts; (<i>Lester Leaps In; Oleo</i>)
Week 5	Composition 1 (Rhythm Changes Contrafact) Due Quiz 1
Week 6	Tritone Substitutions Altered Dominant Chords; Diminished Scales
Week 7	Transcription 2 Due II7 progressions; (<i>Take the A Train</i>)
Week 8	Bass Lines; Duets Quiz 2 (Midterm)
Spring Break	
Week 9	Modal Jazz; (<i>Footprints</i>) Modal Jazz cont.; (<i>Impressions</i>)
Week 10	Composition 2 (Modal) Melodic Paraphrase; (<i>Cry Me A River</i>)
Week 11	Transcription 3 Due Quiz 3
Week 12	Ballads; (Body and Soul) Major 3rd modulations; (<i>Have You Met Miss Jones</i>)
Week 13	Introduction to <i>Giant Steps</i> Composition 3 (Your choice!) Due
Week 14	Transcription 4 Due Review
Week 15	Final Written Exam Jam Session
Final Exam	Final Playing Exam