

# COURSE APPROVAL/CHANGE DOCUMENT

(See back of form for instructions)

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1. ADDITION \_\_\_ REVISION \_\_\_ TERMINATION \_\_\_

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

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3. COURSE NUMBER \_\_\_

4. COURSE TITLE \_\_\_\_\_

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5. IF REVISION: Previous Course No. \_\_\_\_\_ Previous Title \_\_\_\_\_

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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\_\_\_\_\_

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8. COLLEGE:

9. DEPARTMENT NAME:

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

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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

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13. CAN THIS COURSE BE TAKEN FOR ADDITIONAL CREDIT: YES\_\_\_ NO\_\_\_ If YES, total number of times course can be taken \_\_\_\_\_

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

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

Faculty Workload: \_\_\_\_\_ Class schedule type justification:

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16. COURSE LEVEL:

17. GRADE TYPE:

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18. DEVELOPMENTAL COURSE: YES\_\_\_ NO\_\_\_

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19. CROSS-LISTED COURSE:

YES\_\_\_ WITH \_\_\_\_\_ NO\_\_\_

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

YES\_\_\_ Amount \$ \_\_\_\_\_ NO\_\_\_

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21. Required faculty qualifications to teach this course:

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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.

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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.

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COURSE APPROVAL SIGNATURES

Department Chairperson	Dean of Kent Library	College Council
Kevin Hampton <small>Digitally signed by Kevin Hampton Date: 2020.03.31 16:33:51 -05'00'</small>	Barbara C. Glackin <small>Digitally signed by Barbara C. Glackin Date: 2020.03.30 14:53:25 -05'00'</small>	Weller-Stilson, Rhonda <small>Digitally signed by Weller-Stilson, Rhonda Date: 2020.04.01 10:26:37 -05'00'</small>
Educator Preparation Committee	General Education Council	Graduate Council

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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.**

<b>Registrar's Office Use Only</b>				
SCACRSE _____	Degree Audit _____	Bulletin _____	Degree Map _____	SHATATR _____

## Instructions for Completing Course Approval/Change Document

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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.

**MU324 – Jazz Theory & Analysis**  
Southeast Missouri State University

**Course Description**

This course will explore jazz harmony, form, and nomenclature. Students will also develop basic arranging skills for small jazz ensembles.

Prerequisite: MM203 – Advanced Harmony. (3 credits)

**Spring 2022**

Schedule: MWF 11:30-12:20, RCC126

Final Exam: TBD

Instructor: Dr. Joseph L. Jefferson

Office: RCS 356

Office Hours: TBA

Office Telephone: 573-651-2398

Email: [jjefferson@semo.edu](mailto: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 be able to identify and write chords and scales common to jazz music.
2. Students will demonstrate an understanding of common jazz forms including the Blues.
3. Students will be able to read, write, and analyze lead sheet notation.
4. Students will be able to identify and write common chord progressions including ii-V-I.
5. Students will demonstrate basic reharmonization techniques.
6. Students will demonstrate appropriate voicings in an original jazz arrangement.

**Required Materials**

- *The Jazz Theory Book*, Mark Levine, Sher Music: Petaluma California, 1995
- *Instrumental Jazz Arranging*, Mike Tomaro and John Wilson, Hal Leonard: Milwaukee Wisconsin, 2009
- Music manuscript notebook
- 3 - Ring binder to keep materials in order
- USB Flash Drive
- Notation software (Finale, Musescore (free), Sibelius, or Dorico)

**GRADING**

An assessment rubric will provide expectations for students' work based on the following criteria:

- Comprehension of harmonic, rhythmic, and structural vocabulary covered in the course
- Command of terminology

- Development of ideas (unity and direction) within arrangements
- Punctuality of assignments and projects, late work will be lowered one grade per day

The student's final grade will be drawn from grades received for each component of the course:

Assignments - 10%

Quizzes - 10%

Project (transcription) - 10%

Project (arranging) - 20%

Project (blogging) - 10%

Mid-Term Exam - 20%

Final Exam - 20%

### **ATTENDANCE POLICY**

Attendance is expected at all class meetings. Absences due to illness or school functions will be excused with appropriate documentation. Three absences from class will result in lowering the final grade by one letter. Any extenuating circumstances must be immediately discussed with the instructor. There will not be any make-up quizzes or examinations.

### **Jazz Theory Blog**

Information and announcements about the course will be posted on Moodle. Be sure to check the blog on a regular basis. You may also share related items of interest or comments on the site. All other questions should be directed to me at [jjefferson@semo.edu](mailto:jjefferson@semo.edu)

### **ASSIGNMENTS & PROJECTS:**

Weekly assignments and readings will be given as new material is introduced in class. Assignments will be due the next class time and discussed in depth. Students may sign up for time in the Theory Lab to work on assignments using Sibelius. Sibelius will be reviewed during class time. Assignments are to be saved to flash drive and brought to the next class for review. Each student will be responsible for two projects for this course.

### **PROJECT #1 - Transcription**

Multi-Horn Arrangement plus Rhythm section (i.e. Trumpet, Tenor Saxophone, Trombone, Piano, Bass, & Drums)

Requirements: The student is responsible for transcribing an arrangement of a jazz standard (swing style) to be chosen from a list provided by the Professor. The transcription shall consist of the melody, counter melody, chord voicing, bass figures and drum notation. These are to be notated using standard jazz notation discussed in class. The objective of this project is to solidify the student's grasp of basic ensemble voicing techniques. The final score will be non-transposed.

## **PROJECT #2 - Arranging**

Multi-Horn Arrangement plus Rhythm section (i.e. trumpet, trombone, alto saxophone, tenor saxophone, bari saxophone, piano, bass, and drums)

Requirements: The student is responsible for completing an entire arrangement of a jazz standard (swing style) to be chosen from a list provided by the Professor. The student has the option of using the tune from Project #1. "Entire" arrangement means a complete arrangement utilizing all materials covered in class. The form of the arrangement shall be Intro-Melody-Solo Section (improvisation) with backgrounds-Shout Section-Melody-Outro. The objective of this assignment is to complete a performable arrangement to be submitted for reading by a small ensemble. Parts and score must be transposed.

## **PROJECT #3 - Blogging**

Regular posting to the Jazz Theory Blog

Requirements: Students will be expected to make regular weekly posts to the jazz theory blog. Instructions on topics and posting will be provided.

## **EXAMINATIONS:**

There will be a mid-term and a final examination (comprehensive). The purpose of the examinations is to assess the students' understanding of the techniques and principles taught in class. There will also be quizzes throughout the semester.

## **Course Content**

### **ClassesClass Topics**

### **Project & Quiz Schedule**

**Week 1:** Introduction to Jazz Theory & Syllabus Review.

Jazz Theory, Levine, pp. vii-xiv.

Basic Theory

Jazz Theory, Levine, pp. 3-14.

**Week 2:** Major Scales and the ii-V-I Progression

Jazz Theory, Levine, pp. 15-30.

**Pass out list of tunes for Projects 1 & 2.**

**Week 3:** Chord Scale Theory

Jazz Theory, Levine, pp. 31-94.

**Week 4:** Slash Chords (Polychords)

Jazz Theory, Levine, pp. 103-110.

Submit Project #1 song choice for approval.

**Quiz # 1**

**Week 5:** Scales to Music

Jazz Theory, Levine, pp. 113-170.

**Week 6:** Bebop Scales  
Jazz Theory, Levine, pp. 171-182.

**Week 7:** Mid-Term Examination

**Project #1 due.**

**Week 8:** Pentatonic Scales  
Jazz Theory, Levine, pp. 193-218.

**Week 9:** Basic Re-harmonization  
Submit Project #1 song choice for approval.  
Jazz Theory, Levine, pp. 259-302.

**Quiz # 2**

**Week 10:** The Blues  
Jazz Theory, Levine, pp. 219-236.

**Week 11:** Song Form and Composition  
Jazz Theory, Levine, pp. 383-400.

**Week 12:** Reading a Lead Sheet  
Jazz Theory, Levine, pp. 401-410.

**Week 13:** Heads (contrafacts)  
Jazz Theory, Levine, pp. 415-418.

**Week 14:** Review and Final Project Reading

**Project #2 Due for final reading**

**Week 15:** Final Examination

*This schedule is subject to change. Dependent on the progress of the class, the time-line may be changed.*

**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/responsiblerehawks/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](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](http://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."