



UNIVERSITY OF
CENTRAL FLORIDA

MUT 3923 sec. 0001: Jazz Workshop
Music Department, UCF School of Performing Arts
College of Arts and Humanities.
3 credit hours

Course Syllabus

Instructor	Professor Rupert	Semester: Fall, 2018
Office:	PAC-M 117	Class Meeting : T/Th 9-10:15, room M 115
Phone:	(407) 823 5411	
E-Mail	jeffrupert@ucf.edu	
Office Hours	Monday 9am-10am	Tuesday 10:30 am-11:30 am

Prerequisite(s): Prerequisite(s): MUT 3171 or C.I. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None. By Audition class/ensemble.

Course Description: Comprehensive musicianship in jazz studies. Improvisation, repertoire, leadership and collaboration, studied in the context of a jazz group. May be repeated up to four times. Fall, Spring
Fall, Spring.

I. General Objectives

To develop cognition of traditional harmony as it applies to jazz music, as well as harmony, rhythm, and melody, developed within the idiom of jazz.

To develop an understanding of improvisational techniques in jazz.

To develop a jazz repertoire.

Melody

Rhythm

Harmony

Stylistic parameters

Piano voicings

II. Specific Objectives

Theoretical work will include transcribing pertinent jazz solos. Transcriptions should be completed on Finale or Sibelius, or with neat manuscript. Transcriptions will include chord changes, including substitutions. Duties assigned to each transcription may include:

Playing the solo in several keys on your instrument. (Usually up and down a semitone from the original key).

Dissecting the solos, keeping in mind improvisational concepts.

Re-inventing ideas from the solo.

Performance objectives; students are expected to perform all assigned compositions and solos in class.

Students are expected to perform compositions and improvise in a clear fashion at concerts. (Dates will be posted on the jazz studies web site). Improvisational concepts taught by the instructor are expected to be assimilated intellectually, and at an acceptable performance level.

The coursework also includes learning motifs, and various improvisational techniques. For complete detail, please see the course information on webcourses, specifically assignments and modules.

III. Classroom Procedures

Each student is required to have a three-ring one-inch binder specifically for this class. Lessons will be given on a weekly basis, and will be kept in this binder. In addition, the student will have at least fifty pages of staff paper in this binder.

Each student is required to play assigned chords and chord progressions on the piano.

The instructor will give lectures and demonstrations.

The exercises will be completed, and compiled with the lessons, within the binder.

Classroom lectures will be cumulative; therefore it is imperative that the student assimilate assigned material, and lectures.

There may be quizzes in addition to the weekly lessons.

Other improvisational concepts will be disseminated by the instructor.

Students will be required to perform all of the aforementioned on a regular basis.

The workshop will use the [jazz studies handbook](#) composition list for the semester (junior and senior compositions) in addition to assigned work.

All students should have a portable digital recorder, to record themselves, and occasionally upload recordings to webcourses.

IV. Student Learning Outcomes

Transcriptions, scale, repertoire, eartraining and scale studies.

Transcription schedule

Week	Tunes	Version	Solo transcription	Information
3	<i>Shanghai Shuffle</i>	Louis Armstrong 1924 F. Henderson	Louis Armstrong solo	See assignment in webcourses.
3 (alt)	<i>Sugarfoot Stomp (bass, drums)</i>	Louis Armstrong w/ F. Henderson	Louis Armstrong	See assignment in webcourses.
5	<i>Oh, Lady Be Good</i>	Count Basie w/ Lester Young	Lester Young Solo	See assignment in webcourses.
5 (alt)	<i>Dark Eyes (bass, drums)</i>	Singin and bowin' Slam Stewart	Errol Garner Piano solo.	See assignment in webcourses.
7	<i>Sonny Side</i>	Sonny Stitt, JJ Johnson	Stitt tenor solo	See assignment in webcourses.
7 (alt)	<i>Cheryl (bass, drums)</i>	Charlie Parke w/Miles Davis 1947	Charlie Parker Solo.	
9	<i>Cherokee</i>	Charlie Parker 1942 version.	Charlie Parker solo	See assignment in webcourses.

9 (alt)	<i>The Squirrel</i>	Fats Navarro 1947 master take	Fats Navarro Solo	See assignment in webcourses.
11	<i>I've Got Rhythm</i>	Slam Stewart/Don Byas	Don Byas tenor solo	See assignment in webcourses.
11 (alt)	<i>Milestones</i>	Milestones (new)	Miles Davis solo	See assignment in webcourses.
13	<i>Take the Coltrane</i> (<i>rhythm section transcribes other solos</i>)	Ellington & Coltrane	Coltrane solo Chorus #'s tba.	See assignment in webcourses.

Eartraining (compulsory exam requirements)

JUNIOR FALL	all cumulative chords plus, flat 5 #9, #5 flat 9,	ii7 V7 ii7/biii V7/biii I(m3rd substitution) I bIII7 bVIMaj7 bII7 I all cumulative chord progressions
SENIOR FALL	all cumulative chords plus 13#11 9, 13#11 flat 9	Augmented matrix sequence from <i>Giant Steps</i> I vi ii bII7 I all cumulative chord prog.

Jury and Compulsory Examination scales- see handbook, and applied teacher.

JUNIOR FALL SEMESTER REPERTOIRE TUNES

	COMPOSITION	NOTES
1	<i>Cookin at the Continental</i>	Blues with a bridge. Jazz and blues vocabulary. Introduction to 4ths as a melodic device.
2	<i>Little Willie Leaps</i>	Bebop language, further study of descending ii V I's, as well as convergence to the relative minor.
3	<i>Donna lee</i>	Convergence to a relative minor key. Melody is rich with the jazz vocabulary. Descending dominant application, and introduction to the II chord as a dominant, or V/V.
4	<i>Daahoud</i>	In-depth look at major/relative minor relationships. Altered melodies on the ii V I.
5	<i>Impressions</i>	Introduction to modal, intervallic I and Quartal improvisation.

SENIOR FALL SEMESTER REPERTOIRE TUNES

	COMPOSITION	NOTES
1	<i>Moments Notice</i>	Ascending ii V I. Pedal point playing.
2	<i>Softly as in a morning...</i>	Introduction to incorporating quartal and tertian playing. (A section versus the bridge).
3	<i>Vierd Blues</i>	Exemplary blues with rhythmic displacement.
4	<i>Tricotism</i>	Jazz vocabulary. Further use of the ii chord as a dominant. Use of the flat VI as a dominant chord.
5	<i>Room 608</i>	Use of the jazz melodic minor scale up ½ on dominant chords (the bridge) as well as converging to a I chord as a dominant.

Attendance at UCF Jazz Studies concerts and Clinics

Required for all jazz studies masterclasses, clinics, and on-campus performances by guest artists and student groups. Jazz Studies dates are posted on Rupert's office door and the jazz studies bulletin board.

V. Course Activities

Weekly Lessons and assignments.

Attendance at all on-campus jazz performances listed for the semester.

Concerts by the jazz workshop.

Jazz Jury.

Jazz compulsory examination.

Jazz Jam Sessions (posted).

VI. Enrollment

Each student in the Jazz Workshop is required to be enrolled in a major jazz ensemble.

VII. Important Dates

Add/drop is the first week of class. Be sure to be registered for this class by the end of add/drop.

See the UCF Academic Calendar for details.

Jazz Workshop Concert dates assigned during the semester. Review webcourses for date updates.

VIII. Assignment Submission

Performance submissions will be live in class, or uploaded as an mp3, if requested by the instructor.

Transcriptions need to be on music notation software, or legibly written. No originals should be handed in. Papers must be turned in when they are due.

IX. Final Exam

The Jazz Jury and Compulsory examinations occur during final exam period, and count toward the students overall grade. The compulsory exams need to be passed to continue on to the next semester.

X. Grading procedures General requirements:

1. Students are required to report to all classes
2. Students are expected to complete all assignments in conjunction with the weekly lesson plan.
3. Students are required to participate in the jazz jam sessions.
4. Students are required to audition and participate in a major ensemble
5. Students are required to participate in the jazz juries.
6. Students are required to participate in the jazz compulsory examination

Specific Requirements:

1. To receive the grade of "A" for the course:
 - a. The student must have no more than one unexcused absence.
 - b. Assignments will be performed, or completed on time, accurately and show superior quality.

2. To receive the grade of “B” for the course:
 - a. The student must have no more than one unexcused absence.
 - b. Assignments will be performed on time, accurately, and show excellent quality.
3. To receive the grade of “C” for the course:
 - a. The assignments must show fair to good quality.
 - b. The student must not have more than two unexcused absences.
4. The student who fails to complete the above requirements will receive the grade “D” or “F” according to the degree of non-compliance. Tests, quizzes, and lessons averaging less than 60% will receive an “F”.
5. An incomplete will be given as discussed by the instructor with student, pending formal notice given to the music chair.

Grading Scale

GRADING SCALE (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

Grades will be noted on a weekly basis in webcourses. Look to the gradebook in webcourses for information on grades and overall weight of assignments and performances on the grading.

XI. Preparation of music/grading:

The student will be expected to have the rhythms and notes of assigned works at a satisfactory performance level a week following the assignment unless noted by the professor. Each lesson will receive a grade, and be promptly noted on Webcourses.

XII. Make-ups and attendance

Students are expected to attend class time. Medical excuses are the only excused absence, and must be accompanied by a physician’s note.

More than one unexcused absence lowers the overall letter grade. Two tardy arrivals = one absence.

XIII. Grade Dissemination

To comply with the [Family Educational Rights and Privacy Act \(FERPA\)](#), grades must not be released to third parties, which includes posting grades by name, SSN, or UCFID. Weekly lesson grades and assignments will be posted to webcourses.

XIV. Course Materials and Resources

The Student is expected to have the following:

An on-line listening music service.

1. The earmaster pro eartraining program <http://www.earmaster.com> (from previous semesters)
2. Access to UCF Webcourses (Course information will be posted at My UCF).
3. A portable digital recorder.

XV. Policy Statements

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

<http://www.academicintegrity.org/ica/assets/FVProject.pdf>

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources comes from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9>> and has been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see

<http://goldenrule.sdes.ucf.edu/zgrade>.

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Third parties may be selling unauthorized class notes from this class. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, **the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor.** Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with **anyone** without the separate written approval of the instructor.

Cell Phone Use

Cell phone use during class is prohibited, unless students are asked to check calendars, or a pertinent recording.

Other cell phone use will lead to receiving an F for the rehearsal, and possible dismissal. Recurrent inappropriate use will lead to discussions with the chair of the music department.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see

<http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). (insert class specific information if appropriate)

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

Religious Observances

Students must notify the instructor during the first week of classes if they intend to miss class for a religious observance.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.