

MUSI 3395.001 Jazz Composition
Fall 2014 Syllabus

Instructor: Professor Dan Cavanagh

Office Number: Fine Arts 367

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Office Hours: TBA. Since I must schedule combos and studio lessons during the first week, office hours will be announced in class once those are set. You are always welcome to set up an appointment if normal office hour times do not work with your schedule. To set up an appointment, email the professor.

Section Information: MUSI 3395.001

Time and Place of Class Meetings: MW 3-3:50pm, Fine Arts 310. Individual meetings will also be scheduled for later in the semester.

Description of Course Content: An introduction to jazz composition, focusing on no more than four distinct melodic voices plus rhythm section. Functional and non-functional harmonic and melodic techniques are explored. Prerequisite: MUSI 3226 or permission of instructor and successful completion of the jazz barrier exam.

Student Learning Outcomes: Upon successful completion of this course, students will be able to:

- Discuss and demonstrate the techniques used in composing for small jazz ensembles, in order to apply them to
- Create professional quality arrangements of jazz standards and original compositions for small jazz ensembles (no more than four horns and rhythm section)
- Analyze and discuss the small ensemble compositions of major jazz composers

Required Textbooks and Other Course Materials:

- *Jazz Composition: Theory and Practice* by Ted Pease. (Boston, MA: Berklee Press, 2003).
- *Modern Jazz Voicings* by Ted Pease and Ken Pullig. (Boston, MA: Berklee Press, 2001).
- Manuscript paper for taking notes during class

Both texts are available in the UT Arlington Bookstore, or from www.amazon.com, www.jajazz.com, and www.berkleepress.com, among others.

Descriptions of major assignments and examinations:

See the course outline at the end of this syllabus. Major assignments are outlined in **bold** typeface.

Attendance: Because learning does not just occur via graded assignments and tests, but through all of the interactions a student has with course content, material, the professor, and peers, attendance is taken in this course. Students are allowed one unexcused absence. Additional unexcused absences will result in a lowering of the final grade by 3% per occurrence. A doctor's note is required for an excused absence. Additional *extenuating* circumstances resulting in requests for an excused absence must be discussed with, and approved by, the professor in writing (email preferred) prior to the absence. If an absence is unexcused, no in-class work (such as exams or in-

class exercises) may be made-up for credit. Likewise, assignments not turned in due to an unexcused absence will not be accepted and will receive no credit. *Tardiness will be considered an absence.* Work, including outside gig performances, is not an acceptable excuse for missing class. Remember you are making a commitment to all of the course dates by signing up for this course.

Grading:

Daily/Weekly short-form compositions and other assignments	50%
Midterm composition project	25%
Final composition project	25%

Make-up Exams: Exams and other graded assignments may *only* be made up if the absence is excused. See the above attendance policy for the definition of an excused absence.

Makeup Policy: Late assignments are not accepted – **you will receive a 0% for any assignment turned in late**, and the assignment will not be given feedback. Assignments are due at the beginning of the class period on which they are listed in the course outline. If you have extenuating circumstances you must consult with the professor first, and he must approve of a change in due date *via writing or email* for any assignment.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 3 hours per credit hour per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, practicing, etc. Out of class time related to this course may be more if students wish to earn an A grade in this course.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

The professor will communicate important information with you via email. I will use the email address you have set up in the MyMav system. You will be held responsible for the information sent there. Ensure you check this email address on a regular basis (I suggest DAILY). If you need assistance with MyMav, you may contact the Office of Information Technology (<http://oit.uta.edu>).

Disruptive Student Conduct: It is the goal of the professor to create an environment conducive to efficient learning. If a student is distracting his or her fellow students and/or professor by surfing the net, talking, texting, etc., he or she may be asked to leave the classroom for the remainder of the period without warning. If the behavior continues or is repeated, the student may be referred to the Office of Student Judicial Affairs for disciplinary action. Disruptive conduct includes but is not limited to: distractions involving cellular phones, computers, and pagers during classroom lectures, excessive chattering, tardiness and blatant inattentiveness that distracts or disturbs the instructor or other students. For more information on disruptive student conduct, please see the Code of Student Conduct and Discipline in the UT Arlington Handbook of Operating Procedures, or visit <http://www.uta.edu/studentaffairs/conduct/>

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this

week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located near room 302, to the right from this classroom, and then left, at the end of the hall. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

<p>Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.</p>

[COURSE SCHEDULE BEGINS NEXT PAGE]

Course Schedule – MUSI 3395.001

Fall 2014, Prof. Cavanagh

NOTE: All assignments due on the date listed at the beginning of class. All readings must be completed by the beginning of the class period on which they are listed.

**READING KEY: JC = Jazz Composition: Theory and Practice
MJV = Modern Jazz Voicings**

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Adjustments will be announced in-class and an updated course schedule posted to Blackboard. The course schedule on Blackboard will be regarded as the correct and most current version. – Daniel M. Cavanagh

MONDAYS	WEDNESDAYS
Aug. 25 Introduction/Review	Aug. 27 MJV pp. 41-67 (this is review from Jazz Theory) Blues Form DUE: Speed Writing ABAC assignment
Sept. 1 – NO CLASS (Labor Day)	Sept. 3 JC pp. xiii-xvii, 1-9, 111-124 • MJV pp. 11-18 Melodic Considerations, more Blues DUE: Two 12-bar blues, each in a different key. 1) Riff-based; 2) Through-composed
Sept. 8 JC pp. 10-26, 126-139. Melodic Considerations, Rhythmic Density Song Form (AABA) DUE: Two blues, each in different key: 1) 24-bar blues (“double-form”); 2) 16-bar blues	Sept. 10 Song form cont. DUE: Two blues, each in different key: 1) “Phrygian blues” (see p. 117); 2) Bebop blues (or “Bird Blues”, see p. 114)
Sept. 15 JC pp. 28-50, 140-157 Song form wrap-up – ABAC, ABCA’D	Sept. 17 JC pp. 51-61, 80-89 Writing Functional Harmony–Introduction DUE: 1) Bebop contrafact composition, high rhythmic density, over the chord changes to “I’ve Got Rhythm” 2) Standard-style tune (low rhythmic density) over the chord changes to “Star Eyes”
Sept. 22 JC pp. 104-110 Functional Harmony – substitutions/reharm	Sept. 24 Melodic Coupling DUE: 1) Complete composition, harmony and melody, using ABAC song form. 2) Complete composition, harmony and melody, using AABA song form.
Sept. 29 JC pp. 164-173, review pp. 34-36 Melodic coupling cont., compound melody, Intros/Endings	Oct. 1 Two horns – explosion/implosion technique DUE: Two more tunes in song form using the ABAC
Oct. 6 Two voice counterpoint DUE: Midterm Project Rough Draft	Oct. 8 Two voice counterpoint cont., look at Bach 2-part inventions Listen to Bach Inventions No. 2 (C minor), No. 9 (F minor), No. 14 (Bb major). You may find these online in the Naxos Listening library at http://uta.naxosmusiclibrary.com/catalogue/item.asp?cid=8.550679

<p>Oct. 13 NO CLASS DUE: (please submit PDFs via Blackboard): One original tune for two horns, using functional harmony, ABAC or ABCA' form. The tune should demonstrate each of counterpoint, melodic coupling, and explosion/unison techniques.</p>	<p>Oct. 16 DUE: Midterm Project. Readings in Class (we will meet in 367G today). Bring one score and a complete set of transposing parts (one each for trumpet, saxophone, trombone, plus 3 concert pitch treble clef for rhythm section)</p>
<p>Oct. 19 Introduction to non-functional harmony. Melody first/chords second. (Three horns) – Quartal, Planing & Pan-Diatonicism</p>	<p>Oct. 22 Non-functional harmony cont. – analysis, slash chords, pedal points, chords first/melody second</p>
<p>Oct. 27 (Guest Lecture - TBA) DUE (Please submit PDFs via Blackboard): Two pieces in ABAC form, three horns using non-functional harmony. For one, you must write the chords first; for the other, write the melody first. Follow the processes outlined in the handout "Composition lesson #4" and "Composition lesson #5"</p>	<p>Oct. 30 NO CLASS – Individual Meetings will be scheduled DUE (please submit PDFs via Blackboard): Two tunes for three horns in ABAC or ABCA' format 1) using quartal harmony and planing; 2) using slash chords/pedal points, etc.</p>
<p>Nov. 3 Writing for four horns – Block chords, 5-plane/9-plane</p>	<p>Nov. 5 Block chords continued, Non-standard forms DUE: Block chords worksheet</p>
<p>Nov. 10 Orchestration decisions with multiple horns DUE: Arrangement of "Take the 'A' Train" for four horns, using block chords only (soli-type)</p>	<p>Nov. 12 Melody/chordal accompaniment (chordal 'comping'); explosion technique for more than 2 horns</p>
<p>Nov. 17 Writing for three horns & functional harmony DUE: One original piece for four horns using each of block, melody/chordal, and explosion techniques, using a three-part non-standard form</p>	<p>Nov. 19 Three horns cont. – counterpoint, misc.</p>
<p>Nov. 24 Backgrounds in small group arrangements DUE: One tune in ABAC or ABCA' format using three horns and functional harmony</p>	<p>Nov. 26 Full arrangements for small group – various modern considerations. Assignment of Final Project (see handout)</p>
<p>Dec. 1 Individual meetings today – no class DUE: One piece using a non-standard form for four horns, using combination of chordal accompaniment, counterpoint, and melodic coupling or explosion. Functional harmony. Bring to your individual meeting</p>	<p>Dec. 3 Wrap-up – final exam</p>

FINAL EXAM: Monday, Dec. 8, 2014, 2:00pm – 4:30pm. Location TBA. Final Projects are due at this time, including one printed set of taped parts, and a full score.