



**Note to Instructor: Replace the placeholder text beneath the headings with the appropriate information for your course. Please note that all sections, with the exception of "Other Course Information," are required elements.**

### Basic Course Information

Semester:	<b>Spring 2021</b>	Instructor Name:	<b>Renee Baker</b>
Course Title & #:	<b>Stage Band Music 177</b>	Email:	<b>renee.baker@imperial.edu</b>
CRN #:	<b>20524</b>	Webpage (optional):	
Classroom:	<b>CUHS Band Room</b>	Office #:	
Class Dates:	<b>2-18-21 to 6-10-21</b>	Office Hours:	
Class Days:	<b>Thursday</b>	Office Phone #:	
Class Times:	<b>6:30-9:40</b>	Emergency Contact:	<b>rbaker@mycuhsd.org</b>
Units:	<b>1</b>	Class Format:	

### Course Description

Stage Band is a performance ensemble specializing in the literature of the stage and jazz band tradition. Students will be provided ensemble experiences necessary for developing and refining improvisation techniques and performance practices appropriate to jazz, rock, blues, and swing music traditions. Maximum credit four units. (CSU,UC)

### Course Prerequisite(s) and/or Corequisite(s)

Audition required.

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Exhibit improved technical skill on their instrument. (ILO3)
2. Exhibit improved musical skills including sight-reading, rhythmic accuracy and improvisational skills. (ILO4)
3. Exhibit improved ensemble skills including following directions, group dynamics, section playing, ensemble playing and the role of the lead player. (ILO1)
4. Exhibit improved performance skills including personal, group, composer and audience responsibility that gives the performance the authenticity required. (ILO1, ILO5)
5. Exhibit knowledge of the repertoire of the jazz ensemble including traditional, blues, swing, ballads, rock, funk and latin. (ILO2)
6. Exhibit music reading and listening skills including resources for interpretation of notation and style, historical and cultural context through multiple sources. (ILO4, ILO5)

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Correctly perform assigned parts from a varied literature for stage band concert.
2. Correctly perform assigned parts from a varied literature for stage band in rehearsal.
3. Demonstrate proper instrumental techniques appropriate to the style of the composition being performed.
4. Correctly interpret music notation symbols of pitch, dynamics and expressions.
5. Recall details about the style, period, and performance practices of the composers and compositions studied in class.
6. Isolate technical performance problems in rehearsal, and systematically apply standard rehearsal techniques to them.

Develop performance skills necessary for improvising a melody over rhythm section harmonic sequences

## Textbooks & Other Resources or Links

Bullock, Jack and Anthony Maiello 2009. *Belwin 21st Century Band Method Book 1 Level 1*. Alfred Music Publishing - As assigned by the instructor

Items listed below are commonly used as supplementary materials and are coordinated with the course objectives:

1. Sheet Music
2. Videos - DVD's, Internet
3. Audio - CD's, Downloads
4. Music Theory – resources
5. Jazz Improvisation - resources
6. Guest conductor/clinicians/artists

## Course Requirements and Instructional Methods

### I: Technical Skill of Playing

Articulation skill of jazz tonguing and phrasing

Breath support

Understand and produce a range of rhythmic articulation from legato to staccato in response to the musical notation

Posture Embouchure

Development of accurate intonation through critical listening skills

### II: Musical Skills

Development of sight reading jazz Jazz improvisation skills Rhythmic accuracy within the ensemble

### III: Ensemble Skills

Group dynamics in rehearsal: how to work with others Understanding and following the director Adjustment of individual musical habits to serve the needs of the ensemble Working as a section and as an ensemble – Lead Players Role

### IV: Repertoire of the Jazz Ensemble

Large ensemble music Variety of jazz styles - traditional, swing, Latin, rock, blues, ballads & funk

### V: Performance Skills

Taking responsibility to perform music to the best of one's ability Responsibility to self, group, composer, and audience Performance decorum and protocol – etiquette

## **VI: Music Reading/Listening**

Reading music of various styles with accuracy in interpretation and response to the symbols of the musical notation.

Listening to music from various sources, including concerts, and then analyzing and reflecting on the experience and applying it to the ensemble experience.

Developing the skills of critical listening needed to actively participate within the ensemble.

Respecting the historical and cultural context of the music through outside research and study.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement

### **Course Grading Based on Course Objectives**

The following is a list of techniques that may be used in assessing student progress: 1. Participation and attendance at all rehearsals/concerts – minimum 3 per semester 2. Director observations 3. Student self-assessment. 4. Use of audio/video recordings of performances 5. Active study of the historic/cultural component of the music. 6. Experiencing Jazz

Performing and experiencing jazz with enthusiasm and confidence comes from participating with a positive attitude and personal commitment to the music, your personal musical growth and your commitment to Jimmie Cannon's Valley Jazz.

### **Course Policies**

#### **Attendance**

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

#### **Classroom Etiquette**

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).

- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

#### **Online Netiquette**

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

#### **Academic Honesty**

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

#### **Additional Student Services**

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.

- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

#### **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

#### **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

#### **Veteran's Center**

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

#### **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

#### **Student Equity Program**

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

#### **Other Course Information**

*[Optionally, include other necessary information.]*

#### **IVC Student Resources**

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

#### **Anticipated Class Schedule/Calendar**

*[Provide a tentative overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format as in the example below may be used for this purpose.]*



<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 1 February 18	Syllabus & Introduction Latin Concepts	Zoom/Google Meet
Week 2 February 25	Latin Concepts	Zoom/Google Meet
Week 3 March 4	Latin Concepts	Zoom/Google Meet
Week 4 March 11	Blues Concepts	Zoom/Google Meet
Week 5 March 18	Blues Concepts	Zoom/Google Meet
Week 6 March 25	Blues Concepts	Zoom/Google Meet
Week 7 April 1	Review Latin/Blues MIDTERM (SPRING BREAK)	Zoom/Google Meet
Week 8 April 15	Swing Concepts	Zoom/Google Meet
Week 9 April 22	Swing Concepts	Zoom/Google Meet
Week 10 April 29	Swing Concepts	Zoom/Google Meet
Week 11 May 6	Swing Concepts	Zoom/Google Meet
Week 12 May 13	Swing Concepts	Zoom/Google Meet
Week 13 May 20	Rock Concepts	Zoom/Google Meet
Week 14 May 27	Rock Concepts	Zoom/Google Meet
Week 15 June 3	Rock/Swing Review	Zoom/Google Meet
Week 16 June 10	Rock/Blues/Swing/Latin Review FINAL	Zoom/Google Meet

**\*\*\*Subject to change without prior notice\*\*\***