

Graduate Course Number: 7283/516A*

Course Title: Guitar for the Music Educator: Level 1

Days/Times of Online/Zoom Meetings: Online June 5 - July 28, 2023 - This course is asynchronous.

Asynchronous Courses: Asynchronous courses are designed for music educators whose time zones or teaching schedules do not allow them to attend classes synchronously. Through the use of pre-recorded lectures, independent research and writing projects, online discussion forums, watching online videos, and taking quizzes, the workload expectations are equivalent to the rigor that would normally be offered in an on-site, 15-week semester class.

Number of Credits for the course: 3 Graduate Credits/2 Graduate Credits

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“This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.”

* This course is offered at two course levels. Students enrolled in the MMEd program at VanderCook are eligible to enroll for the 500 course number. Students not enrolled in the MMEd program who wish to earn graduate credit as a MECA Continuing Education student should register for the four digit course number. The difference in credits earned and tuition cost is attributed to the difference in tuition rates for the MMEd and MECA Continuing Education programs. If you are unsure which section is best for you, please contact us directly at meca@vandercook.edu.

Student Engagement Statement: Each hour of credit implies a 60-minute class period plus 2 hours of outside the class preparation or its equivalent per week. Based on your progress, it's easy to see which students are earnestly practicing. Please consider your level of effort as you review your grades.

Course Description: Having trouble starting your guitar class? Have you been teaching guitar for a while but need a boost to your current approach? Have you been asked to teach a guitar class but you are uncomfortable with the instrument? Are you looking for a guitar curriculum that includes classical, blues, rock, pop, and folk repertoire? If you answered yes to any of these questions, this course is for you. This course will enhance your confidence and expand your practice, guiding you through material that you will surely use with your students. All students will submit videos playing through various songs and exercises. Instructor will provide feedback on performance and give tips and insights on how to get your students reaching their potential and playing their best.

Learn to master the functional concepts and materials necessary to accompany vocalists, create a guitar unit in general music, and lead a successful guitar class at any level. Topics include choosing instruments, playing chords in open and barred positions, reading various guitar notation styles, performing 12-bar blues, and strumming common pop progressions. This

course is designed for educators who are new to the guitar as well as for those with guitar experience who are now seeking a fresh approach to teaching the instrument.

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<p>Students will be able to perform and assess basic and advanced strumming patterns over contemporary chord progressions.</p> <p>Through performance, students will be able to interpret melodies performed on all six strings in first position to determine which are developmentally appropriate for their classroom.</p> <p>Students will learn how to derive scales from chord progressions and improvise.</p> <p>Students will learn to manipulate open position and Barre chords to adapt them for diverse learners.</p> <p>Through a performance of 12 bar blues accompaniment and improvisation, students will question will contrast non-European source material with traditional sources as vehicles for engaging learning standards.</p>	<ol style="list-style-type: none"> 1. Playing Quizzes 2. Written Discussions

Program-Level Outcomes Addressed:

Professionalism in Teaching - Candidates will participate in group and character-building activities by working alone and with others to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth. Students will demonstrate the ability to: Research best educational practices; Discern new uses for information from a variety of course work; Reflectively discuss their teaching and ways to enhance it,

Excellence in Music- Candidates will explore more deeply the culturally and historically important aspects of music, musicians, and composers throughout the world and across time. Students will demonstrate the ability to: Recognize style traits of various composers, genres, and periods; Identify major and transitional composers in a variety of styles, genres, and periods; Learn or review and apply new techniques to perform in a style appropriate to genre, style, period, and culture

Course Requirements and Assessment:

- You will have assignments due each week. Most of these will be guitar performances designed to extend your teaching capabilities. These assignments will reflect your mastery of a given guitar skill. It is important to consider not only how this music can be performed well but also what instructional approaches will best serve your students. These weekly assignments will culminate in a blues performance that will include melody, accompaniment, and improvisation.
- Since everyone comes to this course with a varied degrees of prior knowledge and experience, it is very important that you demonstrate integrity in your work. Week by week, students must demonstrate development as a guitar player and instructor. No matter your level, allow these assignments to expand your musicianship and instructional practice.
- Students are encouraged to bring their critical thinking skills to each assignment and lesson. Always ask yourself how you will teach this material and how you would deviate from the instruction provided in this course.

Grading Breakdown: Aside from a few exceptions, each assignment is weighted the same. For example, the final is an assignment that is worth more. 100% to 90% is an A. 80% to 89% is a B. 70% to 79% is a C. 60% to 69% is a D. 59% and below is a failure.

Due Dates

Due dates for discussions are FIRM. If they are not completed on time, they will not receive credit. I am however a bit more flexible with Assignments:

- Any assignment submitted one week late will be automatically docked one letter grade. (For example, from an A down to a B.)
- Any assignment submitted two weeks late will be automatically docked two letter grades. (For example, from a B down to a D.)

- Any assignment submitted more than three weeks late will not receive credit. (There are no exceptions to this rule. If you are experiencing extenuating circumstances, please send me a direct message and we can discuss options at that time.)
- No assignments will be accepted after the course has ended on July 28th, 2023. I will spend the following morning finalizing your grades and submitting them to VanderCook. Any of the above rules regarding late assignments no longer apply after July 28th, 2023. That is a firm deadline for all course work.

Instructional Materials: Required material, Introduction to Guitar Ensemble by Joe Sweet.

Course Bibliography: N/A

Course Calendar or Schedule:

- One video recording of your performance of the "Ode to Joy" melody.
- One video recording of your performance of our warm-up exercise
- three separate videos of the student playing Major, minor, and Dominant 7th chords in open position
- one video of a simplified version of "His Girl."
- One video of your performance of "Minuet in G."
- One video of your performance of "Ocho Kandelikas."
- One video of your performance of "Dock of the Bay."
- One video of you playing the Major scale No. 1 and 2
- One video of your performance of 4 Barre chords
- One video of you playing through "12 bar blues in E."

Attendance Policy: All work will be asynchronous.

Candidate Conduct

"An important part of VanderCook's Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program."

Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty

“Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate’s success in the program. Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.”

Plagiarism

“Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else’s work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

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No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

Disability Statement

“If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.”