

Graduate Course Number: 7293/516B\*

Course Title: Guitar for the Music Educator Level 2

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\*

\* This course is offered at two course levels. Students enrolled in the MEd program at VanderCook are eligible to enroll for the 500 course number. Students not enrolled in the MEd 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 MEd and MECA Continuing Education programs. If you are unsure which section is best for you, please contact us directly at [meca@vandercook.edu](mailto:meca@vandercook.edu).

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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.”

Student Engagement Statement: Each hour of credit implies a 60-minute class period plus 2 hours of outside the class preparation or its equivalent. Students in compressed courses are required to prepare for the first day of classes by preparing the pre-course readings and any pre-class assignments, such as video recording a warm up, rehearsal, or teaching session.

Course Description: Guitar solo coming up? Guitarists not sure how to handle that chord symbol? Problems with funk and rock strumming problems? This course will help you help them! Learn to play through these issues yourself so you can help your guitar players reach their potential and contribute to the ensemble. Students will record and submit videos of themselves performing various exercises and songs, designed to unlock the common problems facing jazz and pep band guitarists.

### **Student Learning Outcomes**

1. Play all major and minor triads in at least 3 positions on the neck.
2. Read music notation in multiple positions including open, 3rd, 5th, and 10th.
3. Play barre Chords.
4. Play 7th chords and 9th chords.
5. Students will be able to integrate slurs in their melodic interpretations and improvisations.
6. Play strumming patterns that include 1/16 note subdivisions and staccato variations in the funk and rock idioms.

MECA courses and ISBE Standards MECA courses, by their very nature and design, address the ISBE Music Content and Professional Teaching Standards throughout the course content. Music technology courses also incorporate the ISBE Technology Standards.

### **Outcomes Assessments**

1. Introduction/scales/melodies/first position
2. Melodies in 3rd position. Introduce 1/16 note strumming patterns.
3. Melodies in 5th Position/learn the whole fretboard/Negri Triad Exercises
4. Slurs/Inverted Kenny Melody/Open Position Melody
5. Slurs/7th Chords/New Scales
6. 9th Chords/13th chords/Funk Rhythms

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**Program-Level Outcomes Addressed:**

The outcomes that the College strives to develop in its teacher candidates were derived from the institution's Conceptual Framework and are expressed in its core dispositions. This course addresses the following Candidate Outcomes:

1. A high level of musicianship
2. Academic ability and diligence leading to a lifetime of learning
3. Skill in the process of teaching
4. Self-discipline and persistence
5. Interpersonal and intrapersonal skills
6. Good citizenship and personal integrity
7. Building pragmatic links with educational programs in diverse communities
8. Professionalism in action word, and appearance

**Course Requirements and Assessment:** Each week students will typically be responsible for completing 2-3 required activities in a variety of formats.

Unit 1: 2 major scales, Negri Triad exercises in F and Ab, right hand mute exercise, 12 bar blues

Unit 2: Name the notes on the E, B, and G string, Right hand mute exercise #2, Negri Triad exercises in Fm and Abm, 12 bar blues in a Major Key

Unit 3: Negri Triads in E and G, Right hand mute exercise #3, 12 bar blues in a minor key

Unit 4: Play a Jazz melody in open position, 16 bar bossa nova chord progression, descending slurs

Unit 5: Ascending slurs, 7th chords with Reggae rhythms, Em and F Major scales, melody in 7th position

Unit 6: 9th chords, jazz melody, harmony, and improvisation project

#### Grading Breakdown:

- Assignments: 50%
- Discussions: 25%
- Tests & Quizzes: 25%
- Workshops and Video Chat sessions are optional.

Instructional Materials: The required text for the course is *Introduction to Guitar for Ensemble* by Joe Sweet. Students are required to have a guitar, picks, and a device to record themselves (any smartphone will do). Students with electric guitars should have an amplifier and 1/4 inch instrument cables. [introtoacousticguitar.net](http://introtoacousticguitar.net) for book purchase.

Course Bibliography: N/A

#### Course Calendar or Schedule:

This course is divided into six units. Each unit will be two weeks long.

1. Introduction/scales/melodies/first position
2. Melodies in 3rd position. Introduce 1/16 note strumming patterns.
3. Melodies in 5th Position/learn the whole fretboard/Negri Triad Exercises
4. Slurs/Inverted Kenny Melody/Open Position Melody
5. Slurs/7th Chords/New Scales
6. 9th Chords/13th chords/Funk Rhythms

Attendance Policy: This is an asynchronous course. Students are expected to interact with the course learning media on a daily basis.

#### 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.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

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.”

