Graduate Course Number: 7391

Course Title: A Complete Guide to Playing and Teaching the Ukulele

Days/Times of Class Meetings: Online

Number of Credits for the course: 3

Instructor with phone number, email address, and office hours: Kalani Das, 818-271-1054, kalanidas@gmail.com, per request

“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: Students will obtain an ukulele of their choice and have a way to tune it. Students will obtain the Ukulele Club Multi-Media Resource and familiarize themselves with the material.

Course Description: The ukulele has become one of the most popular instruments in music education, and with good reason: It’s inexpensive, portable and user-friendly for both teachers and students. This course covers everything you’ll need to know to start using the ukulele in your classroom, including uke anatomy, tuning, types and features, how to read chord diagrams, strumming patterns, popular chords and chord progressions. Suitable for absolute beginners through intermediate players.
### Student Learning Outcomes

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<tr>
<th>Student Learning Outcomes</th>
<th>Outcomes Assessments</th>
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<td>1. Students will play a variety of common chords (Am, A7, C, C7, D7, E7, F, G, G7) and</td>
<td>Students will submit recordings of their ukulele playing.</td>
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<td>strumming patterns common to a range of music.</td>
<td>Students will complete written quizzes.</td>
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<td>2. Students will perform at least ten songs using a variety of chords and common chord</td>
<td>Students will create notation and written examples of their work and submit in PDF or</td>
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<td>progressions.</td>
<td>DOC format.</td>
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<td>3. Students will select and perform no fewer than three songs based on classroom</td>
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<td>applications, such as movement, community-building, and celebration.</td>
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<td>4. Students will design and present three lesson plans, including goals and objectives,</td>
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<td>suitable for classroom curriculum.</td>
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**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:** Students will create and submit recordings of songs that they have selected, based on curriculum content and personal classroom goals. Students will write goals and objectives, based on best-practices, and include those goals and objectives in a
multi-part classroom curriculum. Students will provide comments and feedback on a variety of topics, ranging from their personal experiences as a student of the ukulele, to their philosophical approach to teaching their students. Students will discuss ways to meet the needs of special learners, comparing approaches and providing feedback to their peers. Students will record video of a song to be used as a "class ensemble" (videos all placed together) to represent the entire class playing together.

Grading Breakdown: Quizzes 20  
Assignments 50  
Discussion 30

Instructional Materials: Ukulele Club Multimedia Resource (text with audio and video) - Required

Course Bibliography: Ukulele Club Multimedia Resource (text with audio and video) - Required

Course Calendar or Schedule: Online: Course materials to be submitted at several points during the course, usually three times.

Attendance Policy: Online course. Students will respond to teacher requests within 72 hours. Students will participate in all class activities and contact the instructor with special requests for accommodations.

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."

- Cell Phone/Computer Policy: Students will work online, at their own pace.

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.”