Graduate Course Number: 7491

Course Title: All Your Guitarists Can Play That Song

Days/Times of Class Meetings: Online September 19-December 9

Number of Credits for the course: 3 Graduate Credits

Instructor with phone number, email address, and office hours: Matt Hudson, mhudson@vandercook.edu. Office Hours upon 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: 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: All guitar instructors and their students want fun contemporary music for their performances. The issue becomes, how can we get all these kids, whose skill levels vary widely, to play these songs when the main guitar part demands so much? The answer is to carefully arrange parts for developing, standard, and advanced guitarists. In this course you will play through and learn to teach this leveled method so you can prepare for a great guitar concert at your school. All guitarists deserve a chance to access the curriculum!

This course is designed for music educators who have already taken the primer level course, Guitar for the Music Educator: Level I. In Guitar II, we will continue to explore accompaniment styles, improvisation, reading music beyond the open and first positions, playing slurs, triad exercises, and much more. This course is designed to help teachers break out of their routines and integrate new tools and instructional strategies that will help inspire a lifetime of music in the lives of their students. Due to its accessibility and cultural prominence, the guitar is the ideal instrument for this pursuit.
Student Learning Outcomes

- Create bass lines and modified chords so diverse learners can access your curriculum.
- Develop pop, rock and RnB repertoire from multiple eras to use with your students.
- Play major and minor triads in multiple positions
- Integrate slurs in melodic interpretations and improvisations.
- Play strumming patterns that include 1/16 note subdivisions and staccato variations in the funk and rock idioms.
- Play major and minor barre chords in multiple positions.

Outcomes Assessments

1. You will create and submit videos meant to summarize your in-person lessons. In these videos, you will demonstrate performance mastery of each example. Video submissions will require that the student deftly breakdown concepts. Think of it as something you would provide on your learning management system to aid students’ practice sessions outside of class.
2. Graded written discussions
3. Graded video conference meetings at 7:30pm CST on 9/21/22, 10/5/22, and 11/2/22.

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 and the corresponding instructional strategy. 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 with a fully differentiated performance of a pop tune.

Since everyone comes to this course with a varied degree 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 December 9th, 2022. 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 December 9th, 2022. 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:**
This course is divided into six units. Units will be published every ten to fourteen days
1. Learning to differentiate as a guitar instructor using “Halo” and “Seven Nation A.”
2. Strumming at fast tempos, playing mixed meter, and differentiating with “Hey Ya” and “Someday.”
3. Improvisation and Differentiation with Hey Joe and Island in the Sun
4. Locking in basslines and chord accompaniments with “I Can't Help Myself” and “Another Saturday Night
5. Song forms and songwriting with “A Hard Day’s Night” and “Back to December.”
6. Make your own 3 level differentiated arrangement of a song of your choice.

Attendance Policy:
Students must log in to the course throughout each week. Those who interact with this course material on a daily
basis will have an enduring learning experience. Those who try to “cram” through this course may find difficulty in
retaining these skills.
Students who do not watch the course videos should not expect to pass the class. The course videos and my
feedback on your submissions make up the instruction for this course.

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: <<Candidate Conduct Continued: Cell phone/computer policy:>>

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.”