GRADUATE SYLLABUS

7491 Guitar for the Educator Level II 3.0 Credits
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Summer 2022 June 6th to July 31st
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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.

Course Description: 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.

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<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessments</th>
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<td>● Create bass lines and modified chords so diverse learners can access your curriculum.</td>
<td>1. Playing Quizzes</td>
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<td>● Develop pop, rock and RnB repertoire from multiple eras to use with your students.</td>
<td>2. Written Assignments</td>
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<td>● Play major and minor triads in multiple positions</td>
<td>3. Exams</td>
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<td>● Integrate slurs in melodic interpretations and improvisations.</td>
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<td>● Play strumming patterns that include 1/16 note subdivisions and staccato variations in the funk and rock idioms.</td>
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<td>● Play major and minor barre chords in multiple positions.</td>
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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 Program-Level 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. Good citizenship and personal integrity –
6. Building pragmatic links with educational programs in diverse communities

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 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.

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 August 2nd, 2019. 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 August 2nd, 2019. That is a firm deadline for all course work.

Revised 5.28.2019 RLS
**Instructional Materials**

- The required text for this course is *Introduction to Guitar* by Joe Sweet.
- For further fretboard study I recommend “Common Sense Approach to Improvisation” by Joe Negri from Mel Bay Publications.

**Bibliography**

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**Course Calendar**

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 20% of 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.

**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.

Revised 5.28.2019 RLS
Students should apply warm-up routines based on the WOW device used by VanderCook College of Music. Students can avoid the risk of repetitive stress injuries by using correct technique as outlined by the instructor.

**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.*

Revised 5.28.2019 RLS