

Syllabus for
MUS 135 - Class Guitar I
1 Credit Hour
Spring 2016

I. COURSE DESCRIPTION

A lecture/demonstration teaching method designed to acquaint the student with appropriate skills for playing the guitar in a variety of styles and settings.

II. COURSE GOALS

This course is designed to give the student the opportunity to:

- A. Acquire the basic understanding of guitar.
- B. Develop music reading skills and interpretative abilities.
- C. Continue in guitar study on a private level or Class Guitar II

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Align the proper holding position for guitar; also demonstrate tuning.
- B. Play plectrum and also finger style guitar.
- C. Exhibit dexterity, speed, tone coloring and phrasing.

IV. TEXTBOOK AND OTHER LEARNING RESOURCES

A. Required Materials

- 1. Textbooks
Snyder, Jerry. *Jerry Snyder's Guitar School Method Book 1*. Van Nuys, CA: Alfred Publishing. 1993. ISBN 0-88284-901-8
- 2. Other
None

B. Optional Materials

- 1. Textbooks
None
- 2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.

2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures-See Music Department Student Handbook.

C. Course Policies and Procedures

1. Evaluation is based on the following:

| | | |
|----|-----------------------|-----|
| a. | Class Attendance | 50% |
| b. | Class Participation | 25% |
| c. | Continued Improvement | 25% |

d. All of these objectives are assessed by teachers in the weekly class. Evaluation is made and suggestions given for correction and improvement. Students (teacher candidates) make constant self-evaluation during regular practice sessions.

- e. Further evaluation is made by teachers and students alike in performances.
2. Whole Person Assessment Requirements
There are no WPA requirements for this course
3. Other Course Policies and/or Procedures
Practicing is mandatory. Students are responsible for learning the music.

VI. COURSE CALENDAR

- | | | |
|----------|----------------------------|--|
| Week I | a) | Introduction Students Professor Goals |
| Week II | a) b) c) d) | Holding the guitar, the pick, tuning pp2-5 Music fundamentals pp6-9 Pp10-14 Basic Strum |
| Week III | a) b) c) d) | Learning to Read Music pp62-66 Play Mist and Chelsie Notes on 2 nd String Primary Bass or Root, A Chord, Basic Rock/Blues Progression , Rock Mute Strum, Key of D pp16-20 |
| Week IV | a) b) c) d) e) | Tempo Markings, Repeat Sign, Dotted Half Note, $\frac{3}{4}$ Time and other Fundamentals pp71-73 Prelude, Breezin', Rock Out, Sort of Blue Key of G , C Chord, Basic Rock Blues Progression p21 Swing Eighths, Shuffle, Just a Closer Walk With Thee pp22-23 Em Chord, I-vi-IV-V Progression p24 |
| Week V | a) b) c) | Notes on 3 rd String, First and Second endings, Jingle Bells, Peaceful Feeling Pp74-75 Double Bass/Strum, Dsus Chord, Dig It p25 Tie, Syncopated Strum, Am Chord pp26-28 |
| Week VI | a) b) | Half Step/Whole Step, F# , Maj Scale, G scale Study, Key Signature, Folk Song pp 76-78 Key of A , E , E7 Chords, 8- Bar Blues, Blues Shuffle in A , Power Chords |
| Week VII | a) b) | G# , Natural Sign, Leger Lines, Open Bass Strings, Spanish Song, Harvest, OdeTo Joy pp79-83 Key of E , B7 Chord, 12 Bar-Blues, Blues Technique, Shuffle, Key of Em Minor Minor Blues-12 Bar, C7 Chord pp33-38 |

- Week VIII
- a) Notes on 4th String, E,F Review, **Andantino, Study** pp84-85
 - b) III, VI, VII Chords, Chords in Minor Keys, **Am7, Gma7, Cma7, F#mb5** pp 36-40
 - c) Key of Am, **Dm** Chord p41
- Week IX
- a) Notes on 5th String, **Groovin', Gypsy Nights** pp89-90
 - b) The **F** Chord, The Full Bar Challenge p42
 - c) **Am7, Dm7, Bm11** Chords p43
- Week X
- a) Fingerstyle Accompaniment, $\frac{3}{4}$ and $\frac{4}{4}$ Patterns pp44-46
 - b) **Down in the Valley, Scarborough Fair, Sometimes I Feel Like a Motherless Child** pp44-46
 - c) More Arpeggio Patterns pp47-49
- Week XI
- a) Key of C, **G7** Chord p50
 - b) Chord Name/Bass Note, Em/D# Chord, Am Add9 Chord pp50-54
- Week XII
- Review
- Week XIII
- a) More Chord Embellishments p55
 - b) Show and Tell
- Week XIV
- a) Modern Styles, Praise and Worship
 - b) Improvisational Techniques (Pentatonic Minor)
- Week XV
- Review
- Week XVI
- Exam

Course Inventory for ORU's Student Learning Outcomes

Class Guitar I MUS 135 Spring 2016

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

| OUTCOMES & Proficiencies/Capacities | | Significant Contribution | Moderate Contribution | Minimal Contribution | No Contribution |
|-------------------------------------|--|--------------------------|-----------------------|----------------------|-----------------|
| 1 | Outcome #1 – Spiritually Alive Proficiencies/Capacities | | | | |
| 1A | Biblical knowledge | | | X | |
| 1B | Sensitivity to the Holy Spirit | | | X | |
| 1C | Evangelistic capability | | X | | |
| 1D | Ethical behavior | | | | X |
| 2 | Outcome #2 – Intellectually Alert Proficiencies/Capacities | | | | |
| 2A | Critical thinking | X | | | |
| 2B | Information literacy | X | | | |
| 2C | Global & historical perspectives | | | X | |
| 2D | Aesthetic appreciation | X | | | |
| 2E | Intellectual creativity | X | | | |
| 3 | Outcome #3 – Physically Disciplined Proficiencies/Capacities | | | | |
| 3A | Healthy lifestyle | | | | X |
| 3B | Physically disciplined lifestyle | | | X | |
| 4 | Outcome #4 – Socially Adept Proficiencies/Capacities | | | | |
| 4A | Communication skills | | X | | |
| 4B | Interpersonal skills | | X | | |
| 4C | Appreciation of cultural & linguistic differences | | X | | |
| 4D | Responsible citizenship | | | X | |
| 4E | Leadership capacity | | X | | |