



Course Syllabus

**MUSIC 1192
CLASS GUITAR I (5009035126)**

Course Description: Class instruction in beginning guitar. Class is open to any college student and interested person in community. A minimum of three additional hours of practice outside of class per week will be required.

Semester Hours Credit: 2-1

Lecture/Lab Hours: 2-1

Prerequisite: None

Textbook(s):

Schmid, Will and Koch, Greg. Hal Leonard Guitar Method Complete w/ 3 cd's. 2nd. Edition (ISBN:0634047019) Hal Leonard Publishing.

The Ultimate Guitar Songbook. 2nd Ed. (ISBN: 1423421086) Hal Leonard Publishing

Incredible Chord Finder. 2nd Edition. (ISBN: 0881885940) Hal Leonard Publishing

Student Learning Outcomes:

1. Without the aid of supportive materials, the student should be able to demonstrate the correct carriage and posture in playing the guitar.
2. Without the aid of supportive materials, the student should be able to identify the parts and the strings of the guitar.
3. Without the aid of supportive materials, the student should be able to demonstrate his ability to correctly tune the guitar: (1) with piano or pitch pipe; (2) with tuner; (3) without reference to a melodic instrument using relative tuning procedures studied in class such as 5th, and 7th fret tuning with open strings, and harmonic tuning.
4. Without the aid of supportive materials, the student should be able to restring the guitar.
5. Without the aid of supportive materials, the student should be able to list guidelines for making a guitar purchase.
6. Given a series of fretboard patterns, the student should be able to demonstrate his ability to correctly execute the rest stroke on all six strings alternating right fingers (ima) and/or demonstrating pick technique.
7. The student should be able to demonstrate his ability to perform a chromatic scale on all open strings to the 12th fret using the rest stroke and alternating the right fingers (ima) and/or demonstrating pick technique.
8. The student should be able to demonstrate his ability to perform a chromatic scale which uses closed positions crossing all six strings encompassing one octave using the rest stroke and/or demonstrating pick technique.

9. The student should be able to demonstrate his ability to perform a major scale and its respective arpeggio using the moveable scale fingering.
10. Without the aid of supportive materials, the student should be able to correctly for the I, IV, & V chords in the keys of G, C, D, A, E, a, e, d.
11. Given a series of chord frames, the student should be able to visually recognize the chords:
Major: A,C,D,E,F,G,A7,B7,E7,G7,D maj7, Cmaj7, G maj7, A maj7, A7sus, D7sus, E7sus,
Minor: a, b, d, e, f, f#, am7, dm7, em7
Diminished: c dim7, d dim7, e dim7
Augmented: C+, F+
12. Given a series of chord frames, the student should be able to visually recognize the notes as represented on the individual strings in first position and on open strings.
13. Without the aid of supportive materials, the student should demonstrate the ability to supply chord changes by EAR in a familiar composition using only Primary Chords for the key: I, IV, V.
14. Given a series of random chords, the student should be able to perform each in succession supplying the strum pattern of his choice as studied in class with one consistent tempo.
15. Given a series of chords, the student must be able to locate on the guitar and to list on paper the bass and alternate bass notes for each chord by string and fret number and by letter names.
16. Given a series of songs from the class repertoire, the student should be able to incorporate bass and alternate bass runs into the accompaniment patterns.
17. Given an assigned song from the class repertoire, the student should be able to incorporate simple bass runs into the accompaniment pattern.
18. Given a series of tablature notations, the student should demonstrate his ability to perform the music represented.
19. Given a series of chord progressions, the student should demonstrate his ability to construct simple moveable chords: diminished forms, small barr forms, full barr forms in the I, II, and III frets.
20. Without the aid of supportive materials, the student should demonstrate the ability to transpose a song by sight using the capo and/or using transposition symbols.
21. Given a number of assigned songs from the class repertoire, the student should be able to correctly perform the following strums keeping a constant tempo: 1). /v/v 2). / /v-v / 3). / /v / /v 4). / /v /v / 5.) /vv 6). / /v / 7). / /v /v
22. Given an assigned song from the class repertoire, the student should be able to perform the following arpeggio patterns using the free stroke: a a pima, pimami, pimamima, pipi, pimai, pimpim, p imp
23. Given an assigned song from the class repertoire, the student should be able to demonstrate the ability to vary dynamic levels on the guitar while performing the song: *p*, *pp*, *mf*, *f*, *<*, *>*.
24. Without the aid of supportive materials, the student should be able to demonstrate his ability to perform traditional blues progressions in the keys of E, A, C, G, and D majors.
25. Without the aid of supportive materials, the student should be able to identify musical vocabulary and symbols as studied in class.
26. Given a series of staves, the student should be able to demonstrate his ability to rapidly recognize the lines and spaces of the treble clef.
27. Given a series of musical examples, the student should be able to demonstrate his ability to categorize the basic meters as being duple, triple or quadruple and as being simple or compound.



28. Given an assigned song from the class repertoire, the student should be able to correctly perform and incorporate the following techniques within the song: hammering on, pulling off, slidin' into E, and suspensions.
29. Without the aid of supportive materials, the student should be able to perform 10 melodies through note reading from the class repertoire.
30. Given a series of assigned guitar listening examples, the student should complete the listening critiques describing the style, strumming and/or arpeggios techniques used by the performer.
31. Participate as a member of the class in the Guitar Extravaganza Performance.

Evaluation Methods:

1. Objective written exams
2. Skill performance exams
 - a. Individual tuning grades
 - b. Individual performance of assignments
 - c. Individual Ear Training assignments
 - d. Ensemble performances of assignments
3. Oral exams
4. Class Participation
5. Recording/Performance Critiques
6. Mid-Term and Final Examinations
7. Participation in the Guitar Extravaganza Performance

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See at: [GL \(Legal\)](#)

Special Needs Services: Students with special needs, including physical and learning disabilities, who wish to request accommodations in this course should contact the Student Development Office as soon as possible to make arrangements; this should occur no later than the second week of class or as soon as the student has the documentation on the disability and requested accommodation per a certified medical or psychological professional. In accordance with federal law, a student requesting accommodations must provide documentation of disability to the Student Development Advisor.

For more information, contact: in Alice at sdalice@coastalbend.edu; Beeville at sdbeeville@coastalbend.edu; Kingsville at sdkingsville@coastalbend.edu; and Pleasanton at sdpleasanton@coastalbend.edu.

Academic Dishonesty: Each student is charged with notice and knowledge of the contents and provisions of Coastal Bend College's rules and regulations concerning student conduct. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. Scholastic dishonesty shall constitute a



violation of these rules and regulations and is punishable as prescribed by Coastal Bend College Policies FLB (Local) and FM (Local). Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion. See at: [FLB \(Local\)](#) and [FM \(Local\)](#).

See the [Student Handbook](#) for further explanation of Scholastic Dishonesty.

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NOTE: The College website (www.coastalbend.edu) serves as the main source with the most current version of the Coastal Bend College Board Policies and the Coastal Bend College Catalog.