

MUS R118A: GUITAR I

Originator

swolf

College

Oxnard College

Discipline (CB01A)

MUS - Music

Course Number (CB01B)

R118A

Course Title (CB02)

Guitar I

Banner/Short Title

Guitar I

Credit Type

Credit

Start Term

Fall 2021

Formerly

MUS R118

Catalog Course Description

This course introduces the fundamentals of guitar playing, such as music reading, improvisation, technique, and fretboard logic. Students will learn the various written systems applicable to the guitar, including standard notation, chord symbols, and tablature. Course is offered Pass/No Pass at student's option.

Taxonomy of Programs (TOP) Code (CB03)

1004.00 - Music

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

2 - Not Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Concert attendance or a performance may be required.

Grading method

Letter Graded

Alternate grading methods

Student Option- Letter/Pass

Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

Yes

Select the other courses that make up this family

MUS R118B - Guitar II

MUS R118C - Guitar III

MUS R118D - Guitar IV

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

17.5

Maximum Contact/In-Class Lecture Hours

17.5

Activity

Laboratory

Minimum Contact/In-Class Laboratory Hours

52.5

Maximum Contact/In-Class Laboratory Hours

52.5

Total in-Class**Total in-Class****Total Minimum Contact/In-Class Hours**

70

Total Maximum Contact/In-Class Hours

70

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

35

Maximum Outside-of-Class Hours

35

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

105

Total Maximum Student Learning Hours

105

Minimum Units (CB07)

2

Maximum Units (CB06)

2

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | Demonstrate their ability to read the common notation systems for the guitar, such as standard notation, tablature, and chord diagrams |
| 2 | Demonstrate their knowledge of guitar technique by playing the natural note scale in the first position, basic arpeggios, and a work representative of beginning guitar repertoire |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Demonstrate the ability to sight read simple pieces, in standard notation, in the first position. |
| 2 | Demonstrate an ability to read other common notation systems associated with the guitar, such as tablature, and chord charts. |
| 3 | Demonstrate the fundamental techniques of the instrument, including right hand free-stroke and rest-stroke, simple arpeggio patterns, left hand slurs, and basic rasgueado (strumming). |

- | | |
|---|---|
| 4 | Play the natural-note scale in the first position |
| 5 | Play simple open chords, such as E, A minor, and D minor. |

Course Content

Lecture/Course Content

1. Fundamentals
 - a. Basic familiarity with the fretboard
 - b. Correct right and left hand placement
 - c. Technique: slurs, arpeggios, free/rest stroke, rasgueado (strumming), and harmonics
 - d. Note reading in the first position
 - e. Other notation systems; chord charts, and tablature
 - f. Note values and rhythm
2. Studies, exercises, and technique
3. Applied music theory
 - a. Natural note scale in first position
 - b. A minor pentatonic scale
 - c. Open chords
 - d. Simple bar chords
 - e. Accompaniments
 - f. Form and structure
 - g. Improvisation
4. Interpretation; stylistically appropriate phrasing and dynamics
5. Memorization
6. Sight-reading
7. Expression; terms and signs

Laboratory or Activity Content

1. Lab content will primarily be the directed study of assigned repertoire, fretboard theory, and technique.
2. Repertoire
 - a. Weekly and monthly goals will be set depending on the difficulty of each piece assigned.
 - b. Individual instruction
 - c. Instructor-guided practice and memorization techniques
 - d. Instructor-guided duet and chamber works
 - e. Sight-reading
 - f. Popular music selections
 - g. Improvisation over simple chord progressions; 12-bar blues
3. Theory
 - a. The natural note scale pattern in the first position
 - b. Naming/finding the notes on a single string
 - c. Open chords
 - d. Blues accompaniment patterns
 - e. Beginning bar-chord theory; major and minor forms
 - f. A common popular music chord progression: I, V, VI, IV
4. Technique
 - a. Proper application of rest-stroke and free-stroke
 - b. Basic arpeggio patterns
 - c. Natural note scale in the first position
 - d. A minor pentatonic scale
 - e. Left-hand slur exercises
 - f. Harmonics
 - g. Right and left hand synchronization exercises
 - h. Rasgueado

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Objective exams

Performances

Quizzes

Recitals

Skills demonstrations

Skill tests

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations

Computer-aided presentations

Collaborative group work

Class activities

Class discussions

Distance Education

Demonstrations

Field trips

Group discussions

Guest speakers

Instructor-guided interpretation and analysis

Lecture

Small group activities

Describe specific examples of the methods the instructor will use:

- Students may be paired to play blues or other improvisation
- Students may be placed in small or larger groups to play ensemble repertoire which the instructor will conduct or coach
- Virtual guitar fretboard on the projector for note identification exercises
- Students will sight-read music while the instructor plays a duet part
- Rote learning of basic guitar pieces
- General group instruction in note reading, music fundamentals, terminology and symbols, technique, repertoire, and performance practice

Representative Course Assignments

Critical Thinking Assignments

Reading, interpreting, and performing music requires attention to historical performance practices, choices of ornamentation where applicable, decisions about rhythmic license rubato, dynamics, etc. In many cases, students must also compare editions and arrangements, reflect on the emotional content of a piece, and connect music to lyrics where applicable.

Reading Assignments

- Students will regularly have music notation reading assignments and are expected to read the corresponding chapter in the textbook.

Skills Demonstrations

- Students will have to demonstrate sight-reading of basic tunes regularly
- Regular demonstrations of beginning-level scales
- Regular demonstrations of beginning-level arpeggios and other more guitar-specific techniques

Outside Assignments

Representative Outside Assignments

- Students are expected to practice 30 minutes per day, five days per week. They are assigned specific repertoire and practice routines to help organize their practice.

Articulation

Comparable Courses within the VCCCD

MUS R118 - Introduction to Guitar

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Noad, F. (2008). *Solo Guitar Playing - Book 1* (4th). Music Sales America.

Resource Type

Other Resource Type

Description

Basics of Music LTI online exercises and lessons

Resource Type

Other Instructional Materials

Description

Web-based video walk-throughs of the primary repertoire for the semester.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.

Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs • Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.
Hybrid (51%–99% online) Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
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Other DE (e.g., recorded lectures)	<p>Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include:</p> <ul style="list-style-type: none"> o Recorded Lectures, Narrated Slides, Screencasts * Instructor created content * VC Online Library Resources * Canvas Peer Review Tool * Canvas Student Groups (Assignments, Discussions) * 3rd Party (Publisher) Tools (MyOpenMath) * Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Video Conferencing	<p>Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.</p>
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	<p>Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.</p>
E-mail	<p>E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.</p>
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Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

MUSIC

Review and Approval Dates

Department Chair

08/26/2020

Dean

08/27/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

Curriculum Committee

11/25/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000581509

DOE/accreditation approval date

MM/DD/YYYY