

# MUS R118C: GUITAR III

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**Originator**

swolf

**College**

Oxnard College

**Discipline (CB01A)**

MUS - Music

**Course Number (CB01B)**

R118C

**Course Title (CB02)**

Guitar III

**Banner/Short Title**

Guitar III

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

This course introduces intermediate level repertoire, technique, improvisation, and theory. It requires familiarity and the ability to read all common guitar-related notation systems. Course is offered Pass/No Pass (P/NP) 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 off-campus 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 R118A - Guitar I  
MUS R118B - Guitar II  
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

**Prerequisites**

MUS R118B

**Entrance Skills****Entrance Skills**

Read and perform music in standard notation beyond the first position.

**Prerequisite Course Objectives**

MUS R118B-Demonstrate the ability to sight read simple guitar repertoire in standard notation, beyond the first position.

MUS R118B-Demonstrate appropriate level of facility with guitar-specific techniques, such as left-hand slurs, and right-hand free-stroke, rest-stroke, and rasgueado.

MUS R118B-Perform basic guitar repertoire, appropriate to a second semester guitar course.

**Requisite Justification****Requisite Type**

Prerequisite

**Requisite**

MUS R118B

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Content review

**Student Learning Outcomes (CSLOs)**

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

- |   |   |
|---|---|
| 1 | Demonstrate their ability to read music by sight-reading basic pieces, up to the fifth position   |
| 2 | Demonstrate their knowledge of guitar technique by playing a two-octave C-major, G-Major, and D-Major scale, basic moveable 7th chords, and performing intermediate guitar repertoire |

**Course Objectives**

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

- |   |  |
|---|--|
| 1 | Demonstrate the ability to sight read basic guitar music, up to the fifth position.                                  |
| 2 | Demonstrate continued facility with other common notation systems, such as tablature, and chord diagrams.            |
| 3 | Play C, G, and D major scales in two octaves.  |
| 4 | Play A and E minor pentatonic scales in all five positions.  |
| 5 | Demonstrate knowledge of bar and moveable chord shapes including major, minor, dominant 7th, major 7th, and minor 7. |
| 6 | Perform intermediate guitar repertoire.  |

**Course Content****Lecture/Course Content**

1. Fundamentals
  - a. 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 beyond the first position; second and fifth positions
  - e. Other notation systems; chord charts, and tablature
  - f. More advanced note values and rhythms
2. Studies, exercises, and technique
3. Applied music theory
  - a. C major, G major, and D major scale in two octaves
  - b. A minor and E minor scales; all five positions
  - c. Moveable chords; minor, major, dominant 7th, minor 7th, and major 7th
  - d. Jazz progressions using moveable chords
  - e. Form and structure
  - f. 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 popular music, blues, and jazz progressions
- 3. Theory
  - a. C major, G major, and D major scale in two octaves
  - b. Bar chord and moveable shapes; major, minor, dominant 7th, minor 7th, and major 7th
  - c. Jazz standards and blues progression with substitutions
- 4. Technique
  - a. Proper application of rest-stroke and free-stroke
  - b. More difficult arpeggio patterns
  - c. C major, G major, and D major in two octaves
  - d. A minor pentatonic scales; all five positions
  - e. More advanced Left-hand slur exercises
  - f. Right and left hand synchronization and finger independence exercises
  - g. Rasgueado
  - h. Tremolo

## 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

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 improvisational styles
- Students may be placed in small or larger groups to play ensemble repertoire which the instructor will conduct or coach, upper level guitarists will be expected to assist beginners
- Virtual guitar fretboard on the projector for note identification exercises
- Students will sight-read music while the instructor plays a duet part
- 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 at third semester level regularly
- Regular demonstrations of beginning to intermediate scales
- Regular demonstrations of beginning to intermediate arpeggios and other more guitar-specific techniques such as tremolo or rasgueado

### Outside Assignments

#### Representative Outside Assignments

Students are expected to practice 60 minutes per day, five days per week. They are assigned specific repertoire and practice routines to help organize their practice.

### 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**

Textbook

**Description**

Tennant, S. (2016). *Pumping Nylon: The Classical Guitarist's Technique Handbook* (2nd ). Alfred Music.

**Resource Type**

Other Resource Type

**Description**

Basics of Music LTI for interactive lessons and drills

**Resource Type**

Other Resource Type

**Description**

Specific repertoire provided by the instructor .

**Resource Type**

Other Instructional Materials

**Description**

Reference audio of the instructor playing individual parts in ensemble works..

**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"> <li>• Recorded Lectures, Narrated Slides, Screencasts</li> <li>• Instructor created content</li> <li>• OC Online Library Resources</li> <li>• Canvas Peer Review Tool</li> <li>• Canvas Student Groups (Assignments, Discussions)</li> <li>• 3rd Party (Publisher) Tools (MyOpenMath)</li> <li>• Websites and Blogs</li> <li>• Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)</li> </ul>
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.
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"> <li>o Recorded Lectures, Narrated Slides, Screencasts</li> <li>* Instructor created content</li> <li>* VC Online Library Resources</li> <li>* Canvas Peer Review Tool</li> <li>* Canvas Student Groups (Assignments, Discussions)</li> <li>* 3rd Party (Publisher) Tools (MyOpenMath)</li> <li>* Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)</li> </ul>
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. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
<b>100% online Modality:</b> <b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
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)

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: 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

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.

## 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

CCC000581915

### DOE/accreditation approval date

MM/DD/YYYY