

playing technique mastery, and technical equipment overview emphasized. No prior guitar knowledge needed.

- When Offered? Fall Winterim Spring Summer Other:
How often? Yearly Odd Years Even Years Other:
Repeatable for No Yes repeatable for a maximum of 0 credit(s)
credit?
Special Course No Yes the fee is
Fees?
Cross-Listed? No Yes With
Field Trips? No Yes If so, are they required? No Yes

Registration for this course is restricted by the following:

- Prerequisite course(s)
 Co-requisite course(s):
 No credit if taken after:
 Required school/status:
 Declared major/minor:
 Required classification:
 Required GPA:
 Consent required:
 Other restrictions: No credit toward music major or minor programs

Section II. Justification for Course Information

- A. The rationale for the absence of the prerequisite(s) is
this is an introductory course and no prior knowledge or skills are expected.
- B. The rationale for the restriction(s) is
redundancy in coverage of technical music matters (reading music, music theory, etc.) by music major and minor degree core courses

Section III. Course Content/Approach

- A. Describe the purpose(s) of the course. What is the course trying to accomplish?
This course is designed to outfit the beginner with the knowledge and skills needed to be proficient in playing an electric guitar at the elementary level.
It is intended for interested parties with little or no thorough familiarity with music reading or theory.

- B.1. The name and nature of courses that significantly duplicate content of this course are

n/a

- B.2. The results of the consultation were

- C. The proposed class size is 10 because
this course will be taught much in the way a class piano course would be. Each student will have an electric guitar, an amplifier, and earphones (for individual practice of course matter at designated times). As such, the instructor's attention will be divided by the individual needs of no more than approximately 10 students at once. More students than that would undermine the instructor's effectiveness in securing course content for all involved.

- D. The weightings used for evaluation of the course requirements are:

Examinations	75%	
Final Examination	25%	
Class participation	%	
Papers	%	
Assignments	%	
Other	%	Specify:

- E.1. Topical Outline and Timetable (15 weeks)

Wk 1 Course introduction

Wk 2 Music fundamentals I: reading music notation and tablature

Wk 3 Learning the Fretboard I: string names, melodic fingering, plectrum/strumming technique (right/left hand coordination); EXAM 1

Wk 4-6 Music Fundamentals II: Basic music theory concepts (rhythm, scales, keys, chord types, lead sheet symbols)

Wk 7-9 Learning the Fretboard II: Harmonic fingering—chord forms (open, power, and barre chords); EXAM 2

Wk 10 Technical Matters: Re-stringing, tuning/intonation, pickups, and basic operations

Wk 11 Hardware Overview: Basic guitar models, pedals, drum machines

Wk 12 Extended Techniques: Vibrato, pitch bending, palm muting, hammer-on/-off, harmonics, string tapping

Wk 13-14 Basic Rhythm & Lead Guitar: Functional chord voicing/accompaniment; beginning improvisation with pentatonic and blues scale patterns

Wk 15 Final Graded Projects: Selected individual song performance

E.2. Required Readings/Media Resources (Author(s), title, year of publication)

At present, there is no one course textbook associated with this course. Regular supplemental materials will be provided by the professor to the student as necessary throughout the course (much in the way of a course packet).

F. To earn graduate credit, graduate students enrolled in this course will

n/a

G. Faculty or academic staff who will be teaching this course are

Ryan Jones

H. Online, hybrid, and web-enhanced courses.

Will this course be offered in an entirely online or a hybrid delivery mode?

No (Go to the next section)

Yes, entirely online (Respond to the following questions)

Yes, hybrid (Respond to the following questions)

Section IV. Applying for Inclusion in the LIBERAL EDUCATION CORE

Not Applicable

Purpose and Guidelines for Liberal Education Core

A. This course addresses the following Liberal Education Core Learning Outcome(s) (check all that apply):

Knowledge	<input type="checkbox"/> K1	<input type="checkbox"/> K2	<input type="checkbox"/> K3	<input type="checkbox"/> K4
Skills	<input type="checkbox"/> S1	<input type="checkbox"/> S2	<input checked="" type="checkbox"/> S3	
Responsibility	<input type="checkbox"/> R1	<input type="checkbox"/> R2	<input type="checkbox"/> R3	
Integration	<input type="checkbox"/> I1			

B. Provide the requested information for each identified learning outcome.

Skills 3 (S3): Create original work, perform original work, or interpret the work of others.

1. Describe the content of the experience and especially the relationship between the content and the identified learning outcome. If it is appropriate, estimate the percentage of time spent in the experience on the identified outcome.

Students in this class will be armed with the knowledge to create, play, and perform original work/choices on guitar (selecting and executing choices about chord voicing and melodic improvisation) as well as to interpret the work of others for their final graded project in which they perform a new song of their choosing for the class, as prepared throughout the course using the information acquired within it.

2. Describe the opportunities that the experience will offer students to meet the identified outcome. Your description can include pedagogy used, example assignments, broad discussion of the learning environment for the experience, etc.

The lecture credit will be spent introducing and demonstrating new concepts of course material (see 15-week course outline detailed above and below), and the studio/lab credit hour will be spent on individual drilling and, as appropriate, group practice of course material with instructor observation and interjection. The final graded project will allow each student to demonstrate mastery of course content through the performance of song literature selected with the aid and advice of the instructor.

3. Identify and provide a rationale for the presence of all prerequisites.

N/A. There are no prerequisites for this course.

4. Describe the student work for the identified outcome that will be collected, assessed (according to LE Core Rubrics) and results submitted to the University Assessment Committee for purposes of assessment of our Liberal Education Core. Examples of student work include student papers, in-class writing, exams, field experiences, oral presentations, etc.

S3:

A. Student demonstrates originality of thought:

AND

C. Student connects and synthesizes the work of established artists and/or creates/performs original work: These elements will be demonstrated in a variety of ways, but specifically in the student's eventual ability to recognize and select different voicings on the guitar to realize a given song effectively and sensibly; exhibiting an understanding of the instrument's flexibility and the musical, idiomatic reasons why one would choose one particular approach or voicing over another. This element would also be addressed by student choices in improvising over basic chord progressions such as the blues.

B. Student demonstrates discipline-appropriate technique: This is the heart of the course, since virtually every topic proposed (see schedule of topics above) is grounded the student's ability to master basic skills, and increasingly, use those skills to tackle the next set in an additive, teleological fashion. This begins early on with, for example, learning the fretboard and then applying that learning to playing the appropriate notes on the guitar neck from a notated (or other source). The ultimate expression of this element will be the student's ability to apply all of these concepts, as appropriate, to inform performance of real music on the guitar.

Student assessment will take the form of regular exams in which students will be asked to provide written answers as well as playing demonstrations of appropriate skills and content (i.e., play a simple notated melody accurately--demonstrating melodic knowledge of the fretboard; or identifying or constructing typical guitar chords on staff paper, and then playing them on the guitar neck itself.)

The final measure of student mastery/synthesis of these elementary concepts will be the course's final project where the student has selected an approved piece of music (a favorite rock song, or some such work) to be steadily practiced all semester—naturally applying concepts and material covered throughout the course to improve the student's playing of the selected work—and leading to an in-class performance of the piece in real time with reasonable accuracy and musicianship.

5. Provide additional information on the learning experience such as:

- **Sample readings**
- **Topical outline and timetable**
- **Learning outcomes**
- **A brief description of the experience (300 words maximum)**

The basic thrust of this course is to carry any motivated guitar student from whatever informal, haphazard, self-taught habits and content he or she may collected before the course to a level of competent, functional playing. The successful student will emerge at a level where he or she has been provided and may benefit from a structured introduction to master fluidity on the instrument at an elementary level and—most importantly—within a truly thorough, systematic, and rigorous treatment of all appropriate skills for that very level alone. All of this would serve the end of becoming a more informed and well-rounded player. In other words, many would-be guitarists have a spotty introduction to guitar, at best, based simply on the instrument's inherent pervasiveness and appeal; (i.e., there are far more guitar "students" in the world than there could ever be teachers). This underscores a typical pedagogical problem with learning this particular instrument well from the start—one perhaps more endemic to the guitar than any other Western instrument owing to its relative high-profile, relevance, inexpensive cost, portability, and perceived ease of play. This course is designed specifically to address, head on, the gaps that inevitably develop within most casual guitar players, helping to point them out, encourage useful practice procedures concerning them, demonstrate the value of their mastery, and, thereby, develop the student into that much better or capable a player. Most significantly, the successful student should be effectively armed with the information and sources to continue to work on and perfect the content addressed within the scope of the course syllabus on his or her own after its completion—to, in effect, be able to chart more effectively their own projected course of self-instruction and extended proficiency of this skill set in order to reach even higher levels of achievement in the future, as he or she may desire.

In addition, see material offered above, including descriptions, methodology, and a schedule of topics/projects.

6. Considering existing department/program resources, please provide answers to the following:

How many sections of the experience will be offered in the fall semester? 0 (this is a summer offering only)

How many sections of the experience will be offered in the spring semester? 0 (this is a summer offering only)

What will be the average size for each section of the experience? 10 students

Section V. Applying for GENERAL EDUCATION Designation

Not Applicable

This course should qualify as a General Education course in Category IV-A because

this course material is directly concerned with teaching a non-music student how to read and understand relevant musical concepts necessary to translate into skills that will allow capable guitar performance at the introductory or elementary level.

Section VI. Applying for CULTURAL DIVERSITY Designation

Not Applicable

Section VII. Applying for SERVICE-LEARNING Designation

Not Applicable

Section VIII. Applying for INTERDISCIPLINARY STUDIES (Idis) Designation

Not Applicable

Section IX. Applying for FOREIGN CULTURE Designation

Not Applicable

Section X. Applying for WELLNESS THEORY Designation

Not Applicable

General Notes and Comments:

Attachments

Date of Department/Program Approval (Include all department/program names and approval dates as appropriate):

October 7, 2013

College Curriculum Committee or Equivalent Action:

10/24/2013 Approved Denied

University Liberal Education Committee Action:

Approved Denied

Signatures