

MUSCC126 : Beginning Guitar

General Information

Author:	-
Course Code (CB01) :	MUSCC126
Course Title (CB02) :	Beginning Guitar
Department:	Visual & Performing Arts
Proposal Start:	Fall 2013
TOP Code (CB03) :	(1004.00) Music
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000285749
Curriculum Committee Approval Date:	11/01/2013
Board of Trustees Approval Date:	12/19/2013
External Review Approval Date:	03/10/2014
Course Description:	This is a beginning-level guitar course designed to familiarize students with the techniques and repertoire of the guitar. Guitar techniques and repertoire include both classical and popular styles. Students learn to play the instrument through the use of technical exercises and reading music notation. Students learn to play simple chord progressions on the guitar using both strumming and finger-style techniques. Students must provide their own guitar.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">• Music
Alternate Master Discipline Preferred:	<ul style="list-style-type: none">• Music
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options <ul style="list-style-type: none">• Letter Grade Methods• Pass/No Pass
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes 0	Course Prior To College Level (CB21) Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

 Allow Students To Audit Course**Course Support Course Status (CB26)**

No value

Associated Programs Course is part of a program (CB24)**Associated Program****Award Type****Active**

CC Liberal Arts: Arts & Humanities

A.A. Degree Major

Summer 2018 to Fall 2020

Liberal Arts: Arts & Humanities Associate in Arts Degree

A.A. Degree Major

Fall 2020

Liberal Arts: Arts & Humanities Associate in Arts Degree (In Development)

A.A. Degree Major

Spring 2022

Transferability & Gen. Ed. Options**Course General Education Status (CB25)**

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements**Categories****Status****Approval Date****Comparable Course**

Area 3.1

Humanities Active Participation

Approved

No value

No Comparable Course defined.

Units and Hours:**Summary****Minimum Credit Units (CB07)**

2

Maximum Credit Units (CB06)

2

Total Course In-Class (Contact) Hours

54

Total Course Out-of-Class Hours 54

Total Student Learning Hours 108

Faculty Load 0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1.5	3
Laboratory Hours	1.5	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	54

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
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No Value

No Value

No Value

No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

Entrance Skills

Entrance Skills

Description

No value

No value

Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

Specifications

Methods of Instruction

Methods of Instruction

Lecture

Rationale

No value

Methods of Instruction

Outside reading

Rationale

No value

Methods of Instruction

Performance

Rationale

No value

Methods of Instruction

Skills Development and Performance

Rationale

No value

Methods of Instruction

Discussion

Rationale	No value			
Methods of Instruction	Demonstration			
Rationale	No value			
Assignments				
A. Readings in assigned text(s) Example: Read Chapter 1 in Aaron Shearer's "Classical Guitar Technique," applying the relative tuning method to the guitar. Use an electronic tuner, or tuning fork to tune the A string to A=440.				
B. Take-home quizzes Example: Take-home quiz 1 - Identify the pitches, and correct string and fret locations of the notes on strings 1 through 3, including open strings.				
C. Listening assignments Example: Listen to examples 3 and 4 on the CD included with your textbook while following along with the notated examples in the textbook. Practice tapping along with the rhythm, accenting the first beat in each measure. In the score, indicate where the phrases begin and end, based on the interpretation of the recorded performance.				
D. Practice of assigned pieces Example: Practice the first 5 lines of "Allegro," by Mauro Guilliani, paying close attention to right-hand and left-hand fingerings, rhythm, pitch accuracy, articulation, phrasing, and dynamics.				
Methods of Evaluation		Rationale		
Participation		A. Classroom Participation Example: After dividing up into groups of three, assign one person per part (melody, chords, bass), and practice coordinating the three parts with careful attention given to rhythm, pitch, and balance within the group. Also, practice watching each member of the group for cues, including the opening downbeat and the final cut-off. Everyone should start and end TOGETHER!		
Tests		B. Written Quizzes and Exams Example: Identify the notes, and the location of each note (string and fret), within first position, including open strings. C. Performance Exams Example: Perform Studies 1 and 2 from the textbook, using proper arm and hand position, with careful attention given to correct rhythm, pitch, and phrasing.		
Equipment				
No Value				
Textbooks				
Author	Title	Publisher	Date	ISBN
	Bay, M. (2005) Mel Bay Modern Guitar Method, SPI PAP/CO, Mel Bay Publications Inc.			
This textbook, "Mel Bay Modern Guitar Method," and the "Hal Leonard Guitar Method" cited above, are the two most widely used methods/textbooks for teaching guitar.				

The last publication of this textbook was 2002, but this textbook is still one of the standard texts used in beginning guitar classes. Shearer, A. (2009) Classical Guitar Technique, Revised, Alfred Publishing

Schmid, W. (2002) Hal Leonard Guitar Method, 2nd ed., Hal Leonard Corporation

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Demonstrate correct left and right hand guitar technique.	Expected SLO Performance: 70.0
Identify basic elements of music notation including: the musical staff, pitches, meter, and rhythm/rest values.	Expected SLO Performance: 70.0
Identify the notes of the guitar fingerboard in first position.	Expected SLO Performance: 70.0
Sight read exercises and beginning repertoire.	Expected SLO Performance: 70.0
Play open string chords in all basic keys using a variety of strums and finger picking patterns.	Expected SLO Performance: 70.0
Perform pieces in both popular and classical styles.	Expected SLO Performance: 70.0

English
Liberal Arts: Arts & Humanities AA Degree

Evaluate, create, or perform artistic and cultural constructions.

Outline

Course Outline

A. Music Theory

1. Pitch and Melody
2. Rhythm
3. Harmony
4. Tuning

B. Basic Technique

1. Parts of the Guitar
2. Sitting; Arm; and Hand Positions
3. Using a Plectrum
4. Finger Movement
5. Strengthening Exercises

C. Notes on the Guitar

1. Open String Identification
2. Notes in First Position
3. Complete Fret board Layout
4. Playing Melodies

D. Chords

1. I-IV-V-I in Basic Keys
2. Strum Patterns
3. Finger Picking Patterns
4. Accompanying Songs
5. Barré: Chords

E. Scales

1. Major Scales
2. Minor Scales
3. Blues Scales

F. Classical Guitar Technique

1. PIMA/TIMR with Rest and Free Stroke
2. Building Right-Hand Strength
3. Playing Simple Classical Pieces

G. Final Performances

1. Melody
2. Chordal Accompaniment
3. Classical Piece

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

No Value

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other

Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

No Value

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv
LMS
publisher

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value