



Course Requirements for Applied Guitar

AMUS 1381, CRN 10548

Location: Burns Chapel
Instructor: Dwight Ham
Office Hours: By Appointment
Contact: dwight.ham@msutexas.edu

Required Materials:

- Students may be asked to purchase books or materials at the instructor's discretion.
- Footstool or alternative guitar support
- *Pumping Nylon* by Scott Tennant
- *The Shearer Method: Classical Guitar Foundations Volumes 1 and 2* by Aaron Shearer, Alan Hirsh and Thomas Kikta
- *Reading Studies Volumes 1 and 2* by William Leavitt

Course Description:

The primary goal of this course is to provide guitar students with individual instruction that addresses the needs of the modern guitarist. Frequent weekly topics will include: best common practices in regard to technique, music literacy, musical expression and stylistic versatility.

Course Objectives:

- Demonstrate progress in regard to technique, posture, and hand position
- Demonstrate progress in musical literacy and sight reading
- Familiarization with the essential repertoire of the instrument
- Strengthening of sensibilities in regard to musical interpretation and expression
- Discuss practical career-related topics

Grading Scale

- 100-90= A
- 89-80= B
- 79-70= C
- 69-60= D

- 59-0= F

Public Performance Requirement

Every student pursuing a guitar-related degree is required to perform in public at least once a semester with the exception of students in their first semester of study at the college level. A student's grade will be dropped if this requirement is not met.

Weekly Preparation and Evaluation

Students will receive weekly grades based on their preparation for each lesson. Students will be assigned duets, solos, and technical studies to practice each week. A guitar major should practice at least two hours a day unless an exception is made by the instructor. Many guitar majors spend as many as five hours a day practicing, although it is important to be cautious about injury from repetitive stress on the body. It is important to rest when in danger of injury.

- Students who consistently meet and exceed weekly performance expectations will receive an A
- Students who prepare well but do not perform to their full potential will receive a B.
- Students who do not prepare well enough to meet weekly performance expectations but show signs of progress will receive a C.
- Students who require extensive amounts of remediation and do not learn repertoire and technical skills but show signs of some progress will receive a D.
- Students who do not show signs of progress throughout the semester will receive an F.

Attendance Policy

Students are expected to attend all lessons for the semester. If a student misses a lesson, the lesson must be made up as soon as possible at the discretion of the student and instructor. All absences must be arranged at least twenty-four hours in advance except for instances that involve sudden illness. Ceasing to attend lessons before the completion of the semester will result in a failing grade. A student's grade will be dropped by one letter grade for every three unexcused absences that are not made up before the end of the semester.

Students who are asked to leave a lesson due to unprofessional behavior or lack of preparation will be assigned an unexcused absence for the lesson. There is no way to make up these lessons.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil protections for persons with disabilities. Among other things, this legislation requires all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. In accordance with state and federal law, MSU provides academic accommodations to students with documented disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Support Services (DSS) in Room 168 of the Clark Student Center (940.397.4140). The instructor is under no obligation to offer accommodations for students with disabilities who are not registered with DSS.

Academic Dishonesty

The student is responsible for understanding what constitutes academic dishonesty, including but not limited to plagiarism, giving or receiving unauthorized assistance, or submitting for credit work done by another person. The instructor will apply the appropriate disciplinary action at his discretion, which may include receiving a zero on the assignment, being dropped from the course with an F, and/or recommending further sanctions. Familiarize yourself with the Student Honor Creed adopted by the MSU Student Government, which opens with the following statement: "As an MSU student, I pledge not to lie, cheat, steal, or help anyone else to do so."

Campus Carry

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at <https://msutexas.edu/campus-carry/rules-policies>.

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: "[Run. Hide. Fight.](#)"

Privacy

Federal privacy law prohibits the instructor from releasing information about students to certain parties outside of the university without the signed consent of the student. Thus, in almost all cases, I will not discuss your academic progress or other matters with your parents. Please do not have them call me. Regardless of these important legal considerations, it is my general policy to communicate with the students, not their parents, even when a student has signed a consent form. College students are adults and are expected to behave accordingly.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed.

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Standards/Competencies and Corresponding Activities

Competencies	Activities
SBEC EC-12 Music Domain II Music Theory and Composition	
<i>Competency 004: The teacher knows how to read, write, and interpret standard music notation.</i>	
A. Knows standard music terminology and identifies and interprets music symbols and terms from notation (e.g., dynamics, embellishments, articulation markings, tempo markings).	Students will utilize standard musical terminology as they progress through the fundamentals of playing piano.
B. Recognizes clefs, keys and meters; recognizes scales and pitch collections (e.g., modal, major, minor, pentatonic, whole-tone); identifies specific melodic and harmonic intervals; and identifies different rhythms and meters.	Students will learn major and minor scales, choral warm-ups, harmonize simple songs, transpose single-line melodies, and elementary to intermediate pieces of piano literature (depending on their incoming skills).
C. Reads melodies in various modes and tonalities; interprets rhythmic and melodic phrases from notation; and reads music that incorporates complex rhythmic patterns in simple, compound and asymmetric meters.	Students will learn chord progressions, sight-read, transpose, and implement music theoretical skills and techniques into piano performance.

SBEC EC-12 Music Domain IV Music Classroom Performance	
<i>Competency 009: The teacher demonstrates knowledge of methods and techniques for playing musical instruments.</i>	
A. Understands performance skills and appropriate playing techniques (e.g., bowing, fingering, embouchure, rudiments) for a range of instruments (e.g., band, orchestral, classroom).	Student will learn keyboard technique including posture, hand position, and finger patterns.

Appendix A
Standards/Frameworks

Domain/ Competencies	Course Objectives/Assessments
Standard I and III Competency 001- The teacher applies standard terminology to describe and analyze various elements in a musical recording.	
A. Interprets music symbols and terms aurally (e.g., dynamics, embellishments, articulation, tempo markings), identifies specific melodic and harmonic intervals and recognizes scales and pitch collections (e.g., modal, major, minor, pentatonic, whole-tone).	
B. Identifies different rhythms and meters and interprets rhythmic and melodic phrases aurally (e.g., syncopation, hemiola, augmentation, contour, sequence, repetition).	
C. Recognizes and describes the melody, harmony and texture of a musical work (e.g., modal, tonal, atonal, ostinato, doublings, melody and counter melody).	

D. Analyzes chordal structures (e.g., major, minor, dominant seventh, diminished seventh), harmonic progressions, cadences (e.g., authentic, half, deceptive, plagal) and harmonic textures (e.g., polyphonic, homophonic, monophonic).	
Standard V Competency 002- The teacher recognizes and describes music of diverse genres, styles and cultures in a musical recording.	
A. Recognizes and demonstrates knowledge of major periods, styles and individuals in the history of music and their significance (e.g., Middle Ages, Renaissance, Baroque, Classical, Romantic, Modern).	
B. Characterizes and classifies examples of non-Western music (e.g., Indonesian gamelan, African drumming, Indian raga, Cuban salsa) by genre, style, culture or historical period.	
SBEC EC-12 Music Domain III: Music History and Culture Competency 006: The teacher demonstrates a comprehensive knowledge of the history of Western music.	
A. Recognizes and describes major periods (e.g., Middle Ages, Renaissance, Baroque, Classical, Romantic, Modern), styles and individuals in the history of Western music and their significance.	
B. Characterizes and classifies examples of Western music by genre, style, culture or historical period.	
C. Recognizes and describes music that reflects the heritage of the United States and Texas (e.g., folk songs, work songs, jazz, blues, gospel, Tejano, country, bluegrass).	
Standard VI Competency 003- The teacher evaluates and critiques musical compositions and performances in a musical recording.	
A. Identifies vocal and instrumental sounds and distinguishes among timbres (e.g., voice and instrument types and ensembles).	
B. Recognizes accurate pitch, intonation, rhythm and characteristic tone quality; recognizes and diagnoses performance problems; and detects errors accurately.	
C. Identifies and analyzes musical forms in performance and listening repertoire (e.g., twelve-bar blues, binary, ternary) and characteristics of style and expression in musical performance (e.g., dynamics, tempo, articulation, embellishments).	
Standard I and III Competency 004- The teacher knows how to read, write and interpret standard music notation.	

A. Knows standard music terminology and identifies and interprets music symbols and terms from notation (e.g., dynamics, embellishments, articulation markings, tempo markings).	
B. Recognizes clefs, keys and meters; recognizes scales and pitch collections (e.g., modal, major, minor, pentatonic, whole-tone); identifies specific melodic and harmonic intervals; and identifies different rhythms and meters.	
C. Reads melodies in various modes and tonalities; interprets rhythmic and melodic phrases from notation; and reads music that incorporates complex rhythmic patterns in simple, compound and asymmetric meters.	
D. Recognizes and describes melody, harmony and texture of a musical work (e.g., modal, tonal, atonal, ostinato, doublings, melody and counter melody).	
E. Analyzes chordal structures (e.g., major, minor, dominant seventh, diminished seventh), harmonic progressions, cadences (e.g., authentic, half, deceptive, plagal) and harmonic textures (e.g., polyphonic, homophonic, monophonic)	
Standard IV and VI Competency 005- The teacher understands methods and techniques of musical composition and improvisation and knows how to arrange music for specific purposes and settings.	
A. Knows how to compose and arrange simple vocal and instrumental music for specific purposes and settings (e.g., scoring techniques, transpositions, ranges).	
B. Analyzes compositional devices (e.g., repetition/contrast, delayed resolution, augmentation/diminution, fugue, tone row, ostinato) and applies knowledge of music forms (e.g., binary, ternary, rondo, concerto, opera, twelve-bar blues).	
C. Knows how to improvise melodically, rhythmically and harmonically (e.g., question and answer, variation, twelve-bar blues).	
D. Applies criteria for evaluating and critiquing musical compositions, evaluates specific musical works and styles using appropriate music terminology and knows how to offer constructive suggestions for the improvement of a musical composition.	

Standard V Competency 006- The teacher demonstrates a comprehensive knowledge of the history of Western music.	
A. Recognizes and describes major periods (e.g., Middle Ages, Renaissance, Baroque, Classical, Romantic, Modern), styles and individuals in the history of Western music and their significance.	
B. Characterizes and classifies examples of Western music by genre, style, culture or historical period.	
Standard V Competency 007- The teacher understands music of diverse genres, styles and cultures and knows how music can reflect elements of a specific society or culture.	
A. Characterizes and classifies examples of non-Western music (e.g., Indonesian gamelan, African drumming, Indian raga, Cuban salsa) by genre, style, culture or historical period.	
B. Recognizes and describes music that reflects the heritage of the United States and Texas (e.g., folk songs, work songs, jazz, blues, gospel, Tejano, country, bluegrass).	
C. Analyzes the purposes and roles of music in society and culture and analyzes relationships between music and society, culture and technology.	
Standard I, II and IX Competency 008- The teacher demonstrates knowledge of methods and techniques for singing.	
A. Understands performance skills and appropriate techniques for singing (e.g., tone production, sight-singing methods).	
B. Understands proper health techniques to use during vocal rehearsals and performances (e.g., maintaining good posture, protecting the changing voice).	
C. Selects appropriate vocal literature to enhance technical skills and provide musical challenges.	
D. Understands standard terminology used in communicating about students' musical skills and performances.	
E. Knows how to offer meaningful prescriptions for correcting performance problems and errors (e.g., diction, tone production, intonation, phrasing) and understands the constructive use of criticism when evaluating musical skills or performances.	
Standard I and II Competency 009- The teacher demonstrates knowledge of methods and techniques for playing musical instruments.	

A. Understands performance skills and appropriate playing techniques (e.g., bowing, fingering, embouchure, rudiments) for a range of instruments (e.g., band, orchestral, classroom).	
B. Understands proper health techniques to use during instrumental rehearsals and performances (e.g., posture, hand position, instrument maintenance).	
C. Selects appropriate instrumental literature to enhance technical skills and provide musical challenges.	
D. Understands standard terminology used in communicating about students' musical skills and performances. E. Knows how to offer meaningful prescriptions for correcting performance problems and errors (e.g., intonation, vibrato, articulation, tone production) and understands the constructive use of criticism when evaluating musical skills or performances.	
Standard V, VI, VII and X Competency 010- The teacher knows how to conduct vocal and instrumental performances.	
A. Selects appropriate conducting techniques for small and large ensembles (e.g., basic conducting patterns, techniques for communicating expression markings, cuing techniques).	
B. Demonstrates knowledge of appropriate vocal and instrumental performance techniques for small and large ensembles.	
C. Knows how to interpret music through performance and demonstrates knowledge of musical performance styles.	
D. Demonstrates knowledge of a varied musical repertoire for vocal and instrumental performance.	
E. Understands legal and ethical issues related to the use or performance of music in an educational setting, applies knowledge of copyright laws to make appropriate decisions about the use of music in an educational setting and knows federal and state policies and regulations concerning the use and performance of music.	
Standard V, VII, and IX Competency 011- The teacher knows how to plan and implement effective music instruction.	

A. Demonstrates knowledge of the content and performance standards for music that comprise the Texas Essential Knowledge and Skills (TEKS) and recognizes the significance of the TEKS in developing a music curriculum.	
B. Knows how to use multiple forms of assessment and knowledge of the TEKS to help determine students' progress in developing music skills and understanding, applies knowledge of techniques and criteria for ongoing assessment of students' musical knowledge and skills and knows how to use assessment results to help develop instructional plans.	
C. Demonstrates an understanding of appropriate sequencing of music instruction and knows how to deliver developmentally appropriate music instruction that is sequenced and delivered in ways that encourage active engagement in learning and make instructional content meaningful.	
D. Knows how to adapt instructional methods to provide appropriate learning experiences for students with varied needs, learning modalities and levels of development and musical experience.	
E. Knows how to provide instruction that promotes students' understanding and application of fundamental principles of music and that offers students varied opportunities to make music using instruments and voice, to respond to a wide range of musical styles and genres and to evaluate music of various types.	
F. Demonstrates an understanding of materials and resources available for use in music education and applies knowledge of procedures and criteria for selecting an appropriate repertoire for the music class.	
G. Knows how to use varied materials, resources and technologies to promote students' creativity, learning and performance and understands the use of technology as a tool in the music class.	

H. Instructs students to apply skills for forming and communicating critical judgments about music and music performance; knows strategies and benefits of promoting students' critical-thinking and problem-solving skills in relation to music; and knows how to provide students with frequent opportunities to use critical-thinking and problem-solving skills in analyzing, creating and responding to music.	
Standard V, VIII Competency 012- The teacher knows how to provide students with learning experiences that enhance their musical knowledge, skills and appreciation.	
A. Demonstrates awareness of the importance of helping students develop music skills that are relevant to their own lives and of providing students with a level of musical self-sufficiency that encourages lifelong enjoyment of music.	
B. Knows how to provide students with opportunities to contribute to the music class by drawing on their personal experiences and by encouraging students to pursue musical knowledge independently.	
C. Demonstrates knowledge of various music and music-related career options and knows how to promote music as an integral element in students' lives, whether as a vocation or as an avocation.	
D. . Knows how to help students develop an understanding and appreciation of various cultures through music instruction and discussion of current events related to music and knows how to incorporate a diverse musical repertoire into instruction, including music from both Western and nonWestern traditions.	
E. Knows how to integrate music instruction with other subject areas and analyzes relationships among the content, concepts and processes of music, the other fine arts and other subjects.	
F. Applies strategies and procedures for effectively managing and organizing the music class in various settings (e.g., rehearsal room, concert hall, marching field); knows how to manage time, instructional resources and physical space effectively for the music class; and knows how to teach students concert etiquette.	

G. Demonstrates knowledge of techniques for effectively and efficiently managing varied resources for the music education program and applies strategies for managing and documenting the use and condition of musical instruments and other materials in the music program.	
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