Basic Guitar  
MUSI 1392 001, Fall 2020
Instructor: Herbert Midgley
Email: hmidgley@sfasu.edu (Please use this email not D2L let me know in the subject what class you are in)
Phone: Office 468–1197 or leave a message at 468–4602
Office: Room 104 McKinney Building next to the SFA Theater on North St.
Department: Music
Office Hours: M–F 10:30 & 1
Class Time and Place: MWF 11:00–11:50 – Room 170
Text: Bay, Mel, Guitar Class Method Volume I Required There is an Ebook Version at www.melbay.com We will use this book every day in class.
Materials: Guitar, Notebook, Pitch Pipe or Tuner, and a Pick. If you have a smartphone or tablet you could use it for many of these tasks.
Course Description: Class instruction for beginning guitar students. May not be taken by majors or minors for degree credit.
Class Goals: The goal of this class is for you to learn how to enjoy music by playing basic guitar.
Class Attendance: I expect you to be present, and on time at all class meetings. You may miss three classes unexcused without a penalty. On the fourth and each other unexcused absence, I will lower your grade by one letter. If you are late to class three times, this will equal one unexcused absence. There will be a few unannounced daily quizzes that will average together
and count as one major grade. No make-ups on these daily quizzes. You are responsible for all notes, PowerPoint presentations, recordings, films/videos presented in class. Due to the size of this class, no talking, sleeping, eating, reading newspapers, text messaging, or cell phone use during class will be tolerated. All of these activities disrupt the educational process. If these common courtesies are not observed, you will be invited to leave the class. **NO CELL PHONES OUT FOR TEXTING OR PHONE CALLS DURING CLASS!**

**Grading:**

**Grading Scale:**

Quizzes and Journal Notebook – 10%
90-100 = A
Class participation – 10%
80-89 = B
6 Performance and Written exams 10% each
70-79 = C
Final exam – 20%
60-69 = D

00-59 = F

**Performance Exams** – This is where you or a group plays a prepared piece for me or in front of the class.

**Written Exams** – These exams test your knowledge on music theory, notation, and other important topics that are important to play guitar.

**Final Exam** – It will be part written and performance.

**Quizzes** – These will be either written or performance
quizzes randomly over the semester.

The Journal Notebook – It should contain any notes that you have taken during the semester from classroom instruction. It is also a place for you to reflect on your progress in this class. You could write down what times you are practicing, what problems you are having, what successes you are having etc. This journal notebook will help you focus on your goals in music.

Class participation: You are required to participate in this class to show me what skills you are developing.

Attendance / Quizzes

-10%

Class participation

-10%

6 Performance and Written exams

-60%

Final exam

-20%

100%

Please do not hesitate to contact me if you are having a problem with this class. Everyone is at a different level, so I will do my best to let everyone learn at his or her own rate. My job is to help you learn how to play guitar, read music notation, and enjoy music. I will help you in any way to attain these goals.
PLAN TO SPEND AT LEAST 60 MINUTES A DAY, FIVE DAYS A WEEK, PRACTICING.

I will cover new material week and give a test during dead week.

Students with documented disabilities who need course adaptations or accommodations please make an appointment with me as soon as possible. The syllabus may be amended at any time due to the overall performance of the class.

Test Dates (This is subject to change if we are moving at a different rate than I have planned)

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note Reading</td>
<td>September 4</td>
</tr>
<tr>
<td>Playing Test</td>
<td>September 25</td>
</tr>
<tr>
<td>Note Reading</td>
<td>October 16</td>
</tr>
<tr>
<td>Playing Test</td>
<td>November 6</td>
</tr>
<tr>
<td>Song Writing Test</td>
<td>November 20</td>
</tr>
<tr>
<td>Blues</td>
<td>December 2</td>
</tr>
<tr>
<td>Final Exam</td>
<td>December 7, 2020 10:45 a.m. – 1:15 p.m.</td>
</tr>
</tbody>
</table>

Finals week (Note different time)

Student/Learning Outcomes: What students should know or be able to do as a result of this course:
1) Through the study of guitar, students will learn how to enjoy music by playing basic guitar compositions.
2) Through group performance projects, students will demonstrate the ability to perform for an audience.
3) Through group performance projects, students will demonstrate the ability to perform with other
musicians.
4) The student will demonstrate the skill of reading music.
5) The student will demonstrate the skill of improvising with the blues scale.
6) The student will demonstrate the skill of composing a song.
7) The student will demonstrate the skill of playing both parts of a lead sheet.
8) The student will be encouraged to develop confidence in one's self.
9) The student will be encouraged to develop the skill of time management by practicing for class.
10) The student will be encouraged to develop computer skills to find guitar software and guitar tabs.

MUSI 1392 “Basic Guitar” (3 credits) typically meets three times each week (Monday/Wednesday/Friday) in 50-minute segments for 15 weeks, and also takes a 2-hour final examination. Students have significant weekly music reading and playing assignments, are expected to complete quizzes, are required to complete multiple teamwork assignments, and practice guitar 5 hours a week. These activities average at a minimum of 6 hours of work each week to prepare outside of classroom hours.

Program Learning Outcomes
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.
**Academic Integrity (A-9.1)**
Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record
and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468–3004 / 468–1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Use of Zoom**
This class will utilize the Zoom web-conferencing tool for virtual class meetings. All SFA faculty, students, and staff can access and use Zoom by via sfasu.zoom.us. Students are required to have a webcam in order to participate. (Cell phone access is available with the
Zoom mobile app.) Zoom links will be provided [insert means of link distribution here]. Important note: Zoom auto transcribes all recorded sessions. Transcriptioning is automated, often includes errors, and thus should not be considered a wholly accurate record of the session.

Should errors exist in a Zoom session transcript, please contact me immediately.

Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online Courses (Adapted from the University of Denver)

At Stephen F. Austin State University, we value and strive to protect the intellectual property of our faculty. We also value and strive to safeguard the privacy of all our students. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from a course without the express written permission of the faculty of record. This restriction includes but is not limited to:

- Pre–recorded and live lectures
- Live discussions
- Discussion boards
- Simulations
- Posted course materials
- Faculty feedback forms
- Visual materials that accompany lectures/discussions, such as slides
- Virtual whiteboard notes/equations, etc.

As we engage in online learning as an academic
community, it is imperative to be respectful of your peers and instructor(s). Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under the Federal Educational Rights and Privacy Act (FERPA). Students who violate this policy may be reported to the Office of Community Standards and subject to both legal sanctions for violations of copyright law and disciplinary action.

Face Coverings
The health and safety of every member of this class is of paramount importance. In light of CDC guidance and per our institutional requirement, face coverings (cloth face covering, surgical mask, etc.) must be worn over the nose and mouth at all times in indoor public areas on campus. Out of respect for each of our personal health and safety, we will adhere to this requirement when we are together in class. We will also practice social distancing.

You are responsible for acquiring and wearing a face covering that adheres to the criteria outlined by our institution. If you have a medical condition (e.g. asthma) that necessitates an exemption to the face-covering policy, please contact the Office of Disability Services. If you arrive to class without a face covering, I will remind you of the university requirement and ask you
to put a face covering on immediately. However, if you refuse to wear a face covering, I will ask you to leave the classroom and attend class remotely rather than in person. Refusal to wear a face-covering or leave the classroom will be reported to the Office of Community Standards and dealt with using existing disciplinary processes.

**Challenging Conversations**

In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives—whatever our backgrounds, experiences, or positions.