



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Contemporary Finger-Style Guitar

Course Number: MU 141

Credit Hrs. 2

Lecture Hrs. 2

Lab Hrs. 0

Clinical Hrs. 0

Variable Hrs. 0

Total Hours of Instruction: 2

Total Contact Hours: 35.2

(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

Introduces the student to the alternating-bass finger-picking style (commonly called Travis Picking) guitar method. Contains a comprehensive study of the patterns and variations of the style, taking the student through several solo pieces. The course is designed for both beginning fingerpickers and more advanced players who want to learn this style of finger-picking. It is recommended that students have a rudimentary knowledge of the guitar and know the basic chords in the major and minor scales.

Prerequisite (s): none

Co-requisite (s): none

Course Objectives:

Upon completion of this course, the successful student will be able:

- Demonstrate several tunes using the alternating-bass finger-picking style (commonly called Travis Picking) guitar method. Variations of this method will include pinches, hammer-ons, pull-offs, ring-finger variations, melody playing and slurs.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Course Objectives and Linked Lumina DQP Outcomes

See **PART 3** of this syllabus for the complete language of each Lumina DQP outcome.

*Please identify the Lumina DQP outcome(s) supported by the course objectives. List each course objectives (from **PART 1**), followed by the corresponding Lumina DQP Outcome number(s) in parentheses.*

- Demonstrate several tunes using the alternating-bass finger-picking style (commonly called Travis Picking) guitar method. Variations of this method will include pinches, hammer-ons, pull-offs, ring-finger variations, melody playing and slurs.(DQP #2, 6)



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Suggested Methods of Instruction:

Lecture and instructor demonstration on technique and theory, discussion, student collaboration on finger-style methods and songs, listening to finger-style guitar tunes played at full and half speed for analysis of technique and rhythm, instructional videos showing various finger-style techniques and patterns.

Suggested Methods of Assessment and Evaluation:

Quizzes, exercises, student performances in class, homework and participation.

Adopted Text at Time of Course Adoption/Revision:

The Art of Contemporary Travis Picking AM-1044, Mark Hanson, Published by Accent on Music (or other suitable text).

OPTIONAL SUPPLEMENTARY MATERIALS: none.

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- Week 1 Introduction, picking-hand position and four basic Travis pick patterns
- Week 2-3 Pattern 1: “outside-in”, changing chords
- Week 4 Pattern 2: “inside out” and alternating I-O and O-I
- Week 5 Pattern 3: “pinch” and additional emphasis for the pinch
- Week 6 Pattern 4: “descending arpeggio”
- Week 7-8 Ring-finger variations
- Week 9-11 Introductory melody playing
- Week 12-15 Necessities of good accompaniment playing – three-string bass patterns, six-string playing, slurs, hammer-on and pull-off, slide, consecutive slurs, two chords per measure, simultaneous finger notes, rhythmic variations
- Week 16 Student performances and evaluation

Part 1 & Part 2 approved by CRDAP on: 10/09/15

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



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Master Course Syllabus

PART 3:

Use this reference sheet in Part 2 of Master Course Syllabus

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012