

**Course Title:** Tuba/Euphonium for the Music Teacher

**Graduate Course Number:** 7553/514TU

**Course Structure:** Asynchronous

**Number of Credits:** 3

**Instructor:** Dr. Max Briggs - mbriggs@vandercook.edu

**Office Hours:** As requested by students

For a 12-week, 3-credit online course, students will spend, on average, 11.25 clock hours per week of combined chat sessions and independent work/practice.

**Asynchronous Courses:** Asynchronous courses are designed for music educators whose time zones or teaching schedules do not allow them to attend classes synchronously. Through the use of pre-recorded lectures, independent research and writing projects, online discussion forums, watching online videos, and taking quizzes, the workload expectations are equivalent to the rigor that would normally be offered in an on-site, 15-week semester class.

“This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.”

**Student Engagement Statement:** As a 3-credit asynchronous course, students will watch and play along with weekly recorded lectures. Students will apply and practice techniques, submit weekly playing assignments, and receive individual feedback. Students will also engage with online forums and discussion posts.

**Course Description:** This course is designed for practicing music teachers who want to learn more about playing and teaching the tuba and euphonium. Students will learn breathing, tone, articulation, slurring, and scale patterns. Students will submit weekly recorded assignments and receive individual asynchronous feedback. Playing level is intended for beginner to intermediate, with the option for more advanced study as applicable.

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<ul style="list-style-type: none"> <li>• Students will develop and apply instrument specific knowledge to play and teach the tuba more effectively.</li> <li>• Students will improve their playing skills, learning fingerings, tone quality, and articulation.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of breathing, buzzing, tone production, seated posture, and intonation on the tuba and euphonium.</li> <li>• Evaluation of weekly assignments and playing exam(s), including correct fingerings, characteristic tone, and clarity of articulation style.</li> </ul>

**Program-Level Outcomes Addressed:** Demonstrate competence, knowledge, and best practices in the process of teaching. Students will demonstrate the ability to:

1. Incorporate educational standards in the design of curriculum and planning.
2. Differentiate instruction and assessment to meet the needs of diverse learners.
3. Modify classroom instruction based on learner feedback.

**Course Requirements and Assessment:** Assignments and assessments will be derived from the Rubank Elementary Method, Endresen Supplementary Studies, and the Arnold Jacobs Special Studies for the Tuba. Students must provide their own tuba/euphonium and have a way to record audio and video. Through completion of assignments, students are expected to develop skills and knowledge about the tuba that they can use in their own teaching.

**Grading Breakdown:**

**75%** Weekly Assignments

**5%** Online discussion engagement

**20%** Final Playing Assessment

**Course Bibliography of Required Texts:**

Hovey N. W. 1989. *Rubank Elementary Method E-Flat or Bb-Flat Bass : (Tuba - Sousaphone)*. Rubank Publications.

Endresen R. M. 1989. *Supplementary Studies for Eb and BBb Bases*. Rubank Publications.

Arnold Jacobs, *Special Studies for the Tuba* (provided)

Long N. 1934. *Rubank Elementary Method Trombone or Baritone*. Rubank Publications

Endresen R.M. 1935 *Supplementary Studies for Trombone*. Rubank Publications

**Course Calendar or Schedule:**

Lectures posted on Mondays

Assignments due on Fridays

**Attendance Policy:** N/A

**Candidate Conduct:**

*“An important part of VanderCook’s Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.”*

**Health and Safety:** VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

**Academic Honesty:**

“Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate’s success in the program. Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.”

**Plagiarism:**

“Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else’s work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

**Disability Statement:**

“If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.”

<b>Week of:</b>	<b>Lecture</b>	<b>Assignment</b>
<b>8/21</b>	Introduction to Tuba and Euphonium	Rubank Lesson 1: 1-10
<b>8/28</b>	Breathing and Buzzing	Rubank Lesson 3: 1-6
<b>9/4</b>	Articulation and Intervals	Rubank Lesson 4: 1-9
<b>9/11</b>	Wind and Dynamics	Rubank Lesson 6: 1-6, Endresen: 1
<b>9/18</b>	Practice Routines	Rubank Lesson 12: 1-7, Endresen: 7
<b>9/25</b>	Smooth Slurring	Rubank Lesson 18: 1-6, AJSS p. 3
<b>10/9</b>	Range Extending Upwards	Rubank Lesson 22: 1-7, Endresen: 12
<b>10/16</b>	Fast Articulation	Rubank Lesson 28: 1-5, Endresen: 13
<b>10/23</b>	Range Extending Downwards	AJSS p. 10 "Low Range"
<b>10/30</b>	Tone	AJSS p. 5 "Beautiful Tone Exercise"
<b>11/6</b>	Intonation and Alternate Fingerings	AJSS p.4 and p. 18
<b>11/13</b>	Tuba and Euphonium in Ensemble	Final Project