Course Syllabus MUP 481/581 (Tuba/Euphonium)
Dr. Deanna Swoboda, course instructor
Music Building West, Room W242
Office Hours by appointment
dswobod@asu.edu 602-432-0981

Course Objectives
This course will provide students with an overview of and hands-on experience regarding issues pertaining to teaching methods and techniques, in general, and specific to tuba and euphonium players as they work to improve their own playing, and teach and inspire students to excellence. Topics explored in this course are:

- Teaching methods/techniques and evaluation of teaching related to tuba and euphonium
- Learning Style Profiles and Developing Excellence in Teaching
- Overview and information about tuba and euphonium

Schedule (1 class hour per week plus service learning and observation hours)
Tuba Euphonium Performance/Pedagogy will meet for one semester each academic year; each class will meet once per week for 1 hour. The course is required of all tuba and euphonium undergraduate performance majors and all tuba euphonium graduate performance majors for one semester but is open to all tuba and euphonium majors each semester on a non-credit basis. Students taking the class without credit must attend all classes and complete all assignments but will not be assigned a grade or credit for the class.

Required texts
- Also Sprach Arnold Jacobs – compiled by Bruce Nelson
- The Brass Player's Cookbook - ed. Kenneth Amis
- In addition to the required texts, students are responsible for researching and reading books, articles, and dissertations that pertain to the topic being discussed.
- Check out a secondary instrument (tuba or euphonium)

Grading
Final grade for MUP481/581 (Tuba/Euphonium) will be determined according to the following criteria: 1000 total possible points. Combined possible points for each of the course projects, the final exam, and discussion and participation.
94 and above = A
93-88 = B
87-76 = C
75-66 = D
65 - = E

Projects and assignments (1000 points total)
Each week, students will play secondary instruments in class and discuss a predetermined topic related to tuba or euphonium pedagogy. Bi-weekly students will have a project or assignment that is due. Additionally, students are responsible for 10 hours of “service learning” in the community. Dr. Swoboda has made prior arrangements with two schools this semester; Tempe High (Mike Hall) and Connolly Middle School (Philip LeMar). Each ASU pedagogy student must fill out volunteer paperwork and get fingerprinted prior to beginning the service learning activity.
**Service Learning – (schedule TBD) – 100 points**

Each student is required to complete 10 hours of service learning in a public school music program. Depending on the needs and desires of the music educator, students will teach private lessons, present master classes and/or coach sectionals for tuba and euphonium players. Students will be required to keep a notebook with reflections of each week’s teaching experience and will write lesson plans for each week of service learning, prior to the week of teaching.

**Project 1- Due: Week 2/Sept 1**

50 points - Book Report – *Brass Players Cookbook*. Evaluate three chapters from *The Brass Player’s Cookbook* after personally implementing suggested recipes for performance. Discuss the author’s ideas, communication skills, and whether the concept proved to be helpful/valuable. Orally present/demonstrate your findings to the class.

**Project 2 – DUE Week 4/Sept 15**

100 points – present a pedagogy topic of choice in class, master class style (15 min. each) Create a handout and present in an engaging and participatory manner based on your research topic. Possible topics include but are not limited to: breathing, improving one’s practice, developing and improving musicianship, learning to improvise, peak performance, the value of chamber music, embouchure, articulation, developing tone, or a topic of your choice.

**Project 3 – Due week 6/Sept 29**

50 points - Perform 1 Bordogni/Rochut on secondary instrument with piano accompaniment (tuba or euphonium). Accompaniment may be with prerecorded source.

**Project 4 – Teaching Observations DUE – week 8 /Oct 6**

300 points - Teaching Observations and Written Teaching Philosophy

- **Observe 3 ASU music faculty private lessons** (1 brass and 2 others of your choice).
- Write a one page, single spaced reflection for each lesson observed.
- In the reflection, describe the methods of teaching observed, and any other pedagogical items noted that are of interest to you. Discuss ways you would address the issues presented in the lesson if you were teaching the same student.
  - Written doc and present in class
- **For graduate students only**. In addition, write a personal teaching philosophy based upon your experiences as a teacher, and your knowledge and beliefs about teaching. Examples are provided on Blackboard.

**Project 5 - Due Week 10/Oct 20**

50 points – *Brass Players Cookbook* presentation in class (read three and demonstrate one)

**Project 6 – Due week 12/Nov 3**

50 points – perform a technical etude of choice (Kopprasch, Arban, Tyrell, Voxman, etc.)

**Project 7 – Due Week 14/Nov 17**

100 points – lesson plans (grad students) or define yourself as a teacher (undergrad)

- Create an applied lesson syllabus (grads)
- Define yourself as a teacher (undergrads)

**Project 8 (for graduate students) – Due Week 16/Dec 1**

15-20 page research paper on pedagogical topic of choice. Double-spaced, formatted, footnotes where applicable – 100 points
Project 8 (for undergrads) – Due week 16/Dec 1
8-10 page research paper on pedagogical topic of choice. Double-spaced, formatted, footnotes where applicable – 100 points

Project #9 – Service Learning Reflection

Attendance and participation – 100 points

Each weekly class will include:
• Playing and teaching on secondary instruments (tuba or euphonium)
• Discussion of readings and application thereof
• Project Presentations or in class teaching

Code of Conduct
All students are expected to follow the guidelines put forth in the ASU Student Code of Conduct (https://students.asu.edu/srr/code), which covers all types of academic dishonesty including plagiarism and cheating. It is the responsibility of the student to read the criteria and follow.

Syllabus Disclaimer
The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, or via e-mail. Please remember to check your ASU e-mail and Blackboard account. *Information in the syllabus, other than grade and absence policies, may be subject to change with reasonable advance notice.

Academic integrity
All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work. Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated. http://provost.asu.edu/academicintegrity

Accommodation Notice
To request academic accommodations due to a disability, please contact the ASU Disability Resource Center http://www.asu.edu/studentaffairs/ed/drc/lab/ (Phone: 480-965-1234; TDD: 480-965-9000). This is a very important step as accommodations cannot be made retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, please let the instructors know no later than the end of the first week of the semester so we can discuss the accommodations that you might need in this class.

Academic Calendar
Please check http://students.asu.edu/academic-calendar for important dates regarding drop, add, and withdrawal. You are responsible for withdrawing from the class by the posted deadlines, should you wish to do so.
# Tuba Euphonium Pedagogy
## MUP 481/581
### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 25</td>
<td><strong>Intro to Teaching</strong> and Intro to Performance Pedagogy/check out secondary instruments</td>
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<tr>
<td>*2</td>
<td>Sept 1</td>
<td><strong>Learning Style Profiles</strong> <em>(TWM)</em> / <strong>Breathing</strong>: Discuss Principals, Methods and Theories of Breathing (blackboard), Precision in Language and Thought (IMT), the first lesson/getting started on secondary instrument</td>
</tr>
<tr>
<td>3</td>
<td>Sept 8</td>
<td><strong>The Embouchure</strong>, Articulation, and Range <em>(Jacobs, Griffiths, Farkas, Epstein)</em></td>
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<tr>
<td>*4</td>
<td>Sept 15</td>
<td><strong>Identifying and Solving Common Problems</strong> in low brass playing and Suggested Remedies/ Sequencing Instruction <em>(IMT)</em></td>
</tr>
<tr>
<td>5</td>
<td>Sept 22</td>
<td><strong>Vibrato</strong>, Developing Musicality, What to Teach <em>(IMT)</em> / Tone Quality and Resonance <em>(Kohut and Jacobs)</em>, Tuning the instrument.</td>
</tr>
<tr>
<td>*6</td>
<td>Sept 29</td>
<td><strong>Efficient Practice Techniques</strong> <em>(Swoboda)</em> / Increasing the Kinesthetic Modality <em>(TWM)</em></td>
</tr>
<tr>
<td>7</td>
<td>Oct 17</td>
<td><strong>Assessment and grading rubric</strong> <em>(IMT and Swoboda)</em> / Creating Excellence with Personal Anchors <em>(TWM)</em></td>
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<tr>
<td>*8</td>
<td>Oct 6</td>
<td><strong>Low Brass Doubling</strong>, Designing a Basics Routine, Etude books</td>
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<td>9</td>
<td>Oct 13</td>
<td><strong>Service Learning Observation week</strong></td>
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<tr>
<td>*10</td>
<td>Oct 20</td>
<td><strong>Health Care and Injury Prevention</strong>: Body Mapping <em>(Vinig)</em>, Alexander Technique, Yoga, Brass pedagogy resources (explore books, audio, video)</td>
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<tr>
<td>11</td>
<td>Oct 27</td>
<td><strong>Feedback</strong> <em>(IMT)</em> / Discuss Applied lesson syllabus design / Creating work as a freelance teacher / Purchasing an instrument and mouthpiece, basic maintenance.</td>
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<tr>
<td>*12</td>
<td>Nov 3</td>
<td><strong>Peak Performance</strong> <em>(TWM and articles on blackboard - Green)</em> / <strong>Inner Game</strong>: Concentration Techniques (blackboard) / <strong>The Zone</strong> (blackboard) Transfer <em>(IMT)</em></td>
</tr>
<tr>
<td>13</td>
<td>Nov 10</td>
<td><strong>Interview Questions</strong>, Mock College Teaching Interview</td>
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<tr>
<td>*14</td>
<td>Nov 17</td>
<td><strong>Effecting Change</strong> <em>(IMT)</em> / <strong>A Teaching Life</strong> <em>(IMT)</em> / <strong>The Dynamic Studio</strong></td>
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<tr>
<td>*15</td>
<td>Nov 24</td>
<td><strong>Thanksgiving – no class</strong></td>
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<tr>
<td>*16</td>
<td>Dec 1</td>
<td>Last class <strong>wrap up, final paper</strong> is due. Discuss written topic in class.</td>
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<tr>
<td>*</td>
<td>*</td>
<td>* denotes that a project is due in class that week</td>
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Tuba Euphonium Pedagogy Suggested Reading
MUP 481/581


* Denotes a required text for this course.