

Tuba-Euphonium Applied Lesson Syllabus

Fall 2024 - University of Texas at Tyler

Instructor: Juan Enrique Alonso

Teaching Assistant: N/A

Office Hours: FAC 1214 by Appointment on Thursdays, or Monday 1 - 3 PM via Zoom

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Course Description

Applied lessons are comprised of a progressive learning sequence for both tuba and euphonium students. In these lessons, each student will be provided the opportunity to develop the highest level of musicianship and technical proficiency on the instrument, as well as discover ways of increasing their creative capacity through collaboration.

Course Objectives

Every individual student will obtain particular guidance in order to demonstrate an evolving technical proficiency on the instrument, facility in various scale forms, an overall comprehension of effective musical phrasing for artistic interpretation, and knowledge of their instrument's major repertoire. The student will become capable of evaluating performances both critically and articulately as well as developing a commitment to excellence in their craft towards improvement. Additionally, every student will be supportive of their colleagues and participate in the fostering of an active learning environment by attending peer recitals, connecting with the community, and developing performance skills.

Student Learning Outcomes

The student will receive the necessary tools to thrive in a musical career and obtain a high level of proficiency on their primary instrument. Whether the student chooses to explore a path in music education, performance, or other closely related field, the tools presented in this course will follow the student in understanding how to navigate professional demands in addition to being equipped to teach others at the highest level. The level of discipline and camaraderie acquired in this course will ensure that no matter which life path the student chooses to pursue, they will have ample tools to take into the world and carry them to success.

Lesson Meeting Schedule

Students will receive lessons that are to be an hour in length. Lessons will occur on Thursdays with specific hours to be determined based on the student and teacher's availability. The following information is crucial for all students to reference:

- Tuba/Euphonium majors in the Bachelor of Arts, Music Therapy, and Music Education programs will meet for weekly lessons with Prof. Alonso, and a supplemental lesson

with the current TA

- Tuba/Euphonium majors in Music Performance will study exclusively with Prof. Alonso
- Make up lessons due to an instructor's absence will be rescheduled on an individual basis

The following times will be adhered to for the Fall Semester of 2024 unless specified in advance:

8 AM - Joseph Mills
9 AM - Dominick Gregory
10 AM - Jordyn Foust
11 AM - Matthew Smith
12 PM - Brayden Persinger
1 PM - Ajani McKentie
2 PM - Studio Class

Required Materials

Students are expected to always have access to the following materials: a functional instrument and mouthpiece. Optional tools in the following list may be purchased at www.justforbrass.com as well as www.windsongpress.com in order to supplement one's musical development on the instrument, and although encouraged, are only to be considered if financial resources allow. Solo literature and fundamentals/etude books will be determined by Prof. Alonso on an individual basis.

- Breathing Tube
- Breathing Bag (6 Liter)
- Buzzing Rim
- BERP Device
- Lesson Journal (to be used in conjunction as a practice log)
- Metronome/Tuner
- Sound level meter
- Recording device (USB mic, Zoom recorder, iPhone, etc.)
- Spotify Membership

Practice Expectation

Consistency is paramount. Daily practice is crucial to a student's success, whether as a performer, educator, or non-musical field. Through practice, the student is able to improve his/her necessary technical skills, musicianship, and performance. In order to achieve optimal results in productivity, practice should always remain fun and oriented towards one's particular needs. Warmups and daily routines should be tailored to your particular weaknesses that may not necessarily coincide with a pre-written exercise. To accommodate this, the instructor will aid the student in discovering an adequate routine for the individual in order to maximize strengths and address deficiencies. The following timeline should be implemented as a reference at the student's discretion:

Performance Majors: 3 - 4 hours of daily practice. The student should strive to be goal-oriented and efficient throughout the practice session.

- 60 minutes devoted to fundamental materials: buzzing, long tones, lip slurs, flow studies, scales, arpeggios, articulation studies, and drone exercises
- 30 minutes devoted to etudes or performing tunes by ear (can be along with a pop song)
- 1 to 2 hours devoted to solo repertoire, orchestral or military excerpts, chamber repertoire, large ensemble repertoire, and/or improvisation

Music Education/Music Therapy Majors: A minimum of 2 hours of daily practice, revolving around the principles of goal-orientation and efficiency throughout the sessions.

- 30 minutes devoted to fundamental materials: buzzing, long tones, lip slurs, flow studies, scales, arpeggios, articulation studies, and drone exercises
- 30 minutes devoted to etudes or performing tunes by ear (can be along with popular music)
- 1-2 hours devoted to solo repertoire, orchestral or military excerpts, chamber repertoire, large ensemble repertoire, and/or improvisation

Studio Projects

All tuba and euphonium students will be expected to perform a movement of a solo for a studio recital that is to take place in November of the Fall semester, as well as in April of the Spring semester. Every student in the studio will be expected to attend the recital, in addition to all scheduled guest masterclasses and recitals.

Undergraduate students will be expected to perform a full solo recital (60 minutes) their senior year as well as a half recital (30 minutes) their junior year. Graduate students will perform two full solo recitals in addition to an optional chamber recital. All students must additionally perform a solo jury during their first semester in their degree program.

Studio Classes: Wednesdays — 2:00 PM - 3:00 PM — FAC 1021

All students will be expected to prepare material to perform for a minimum of 15 minutes in front of colleagues, who will then provide feedback. This will provide an educational opportunity for both the performer and audience to practice skills in performance as well as feedback delivery. Performers will be expected to present their material at the highest possible level of their capability, and colleagues will give feedback that is objectively critical, but respectful and constructive to foster the best possible learning environment. Attendance is expected at every weekly studio class.

Grading and Attendance

Each student will be expected to consistently meet professional expectations for musical preparation, with attendance and punctuality at the forefront. All performances, dress rehearsals, masterclasses, and required recitals are to be attended without

unexcused absences. If a foreseeable conflict arises, please contact Prof. Alonso or the teaching assistant in advance. After one tardy to a lesson, rehearsal, or recital, your grade will drop by one letter grade. The following percentages for calculating grades will be used throughout the course of the semester:

- 60% weekly lesson preparation (15 lessons at 100 points each)
- 20% studio classes, masterclasses, and recitals
- 20% Final Exam on pedagogical concepts learned through the semester (final week during class)

Weekly Lesson Grading Criteria:

- 10 points = able to sing through assigned material with solfege syllables
- 10 points = able to buzz requested passages from assigned material on mouthpiece
- 10 points = able to perform assigned materials with written pitch accuracy
- 10 points = able to perform assigned materials with written rhythm accuracy
- 10 points = able to perform assigned materials with consistent time free of tempo fluctuations
- 10 points = able to perform assigned materials with proper intonation tendencies
- 10 points = able to provide audible contrast between written dynamics specified in music
- 10 points = able to provide audible contrast between articulation markings in music
- 10 points = able to reference historical information on assigned piece or excerpt
- 10 points = able to provide examples of professional reference recordings for assigned music

Grading Scale

A+ = 97-100% — A = 93-96% — A- = 90-92% — B+ = 87-89% — B = 83-86% B- = 80-82%
C+ = 77-79% — C = 73-76% — C- = 70-72% D+ = 67-69% D = 63-66% D- = 60-62% F = -60

Classroom Behavior

- Cell phones and computers may be used in class for work pertaining to the specific course
- Students may record lessons with their devices for their personal use
- Every student is expected to abide by the golden rule of treating others as they wish to be treated

Collaborative Pianists Information

Students must make certain to contact piano accompanists early and pay promptly for their services. The student will need to collaborate with a pianist every semester for either a jury, studio recital, or solo degree recital. It is the student's responsibility to schedule all necessary rehearsals and coachings with your accompanist. The student is

expected to bring their accompanist at least twice into a lesson prior to their recital so that the instructor can ensure that the material is being performed at the highest possible level of presentation. If the student does not personally know piano accompanists, he or she may look into the school website's list of accompanist for assistance. Financial issues may be addressed directly with Prof. Alonso in order to reach an agreement and proceed with the collaboration.

ITEA Membership

Students in the tuba-euphonium studio are encouraged to become members of the International Tuba Euphonium Association. The membership provides access to pedagogical videos, recordings, and incredibly useful interview resources. If the student is financially capable, he or she may attend a regional conference during the spring semester as either an observer or competitor for extra credit. In addition to serving as a great resource, ITEA membership likewise provides a terrific opportunity to network in the field and learn more information about your instrument.

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. For more information, please visit the University of Texas at Tyler School of Music Academic Policy Handbook at <https://www.uttyler.edu/mopp/documents/8-student-conduct-discipline.pdf>

Miscellaneous

Teaching Private Lessons - One of the best ways to assimilate the information that has been taught in lessons is to teach and apply it to another individual. Aside from sole practice, teaching is one of the most important ways toward quickly improving one's own skills as a performer and reinforce concepts that have been gained in other musical areas. Teaching informs your practice.

Attending Summer Workshops - I strongly encourage all students to participate in an off-campus masterclass and/or recognized performance festival every year of study that is not limited to: ITEA Regional Conferences, Sewanee Music Festival, Rafael Mendez Institute, Pokorny Low Brass Seminar, Round Top Music Festival, Low Brass BootCamp, and Detroit Summer Institute. Applications normally carry deadlines of December through February, and the student is encouraged to always explore as many opportunities as possible in order to constantly absorb knowledge and continue their quest toward achieving personal growth in musicianship.

Working Summer Band Camps - A student may apply to work as a counselor at summer camps such as the Interlochen Arts Camp or Blue Lake Fine Arts Camp in order to not only gain summer employment, but to hone one's teaching skills and collaborative skills. Additionally, you are building resume experience and helping to improve your

community at large by giving back to students!

Title IX

As per university policies, all members of the community are hereby granted the right to learn and work in an environment that is determined to be free and safe from all various forms of harassment, including but not limited to harassment on the basis of sex or gender. Students who have been subjected to sexual harassment, including sexual assault, domestic violence, or stalking, have the absolute right to receive accommodations for housing, transportation, or receive counseling and health services from the university campus, in addition to being able to make a report regarding the behavior to both the university and law enforcement. For more information on the topic, please visit www.uttyler.edu/titleix/ or reach out to the Title IX campus coordinator.

UT Tyler AI Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. The use of AI is permitted only for specific assignments or situation, and appropriate acknowledgement is required. While it is expected that the work of all students is ultimately their own, the use of AI may be used to generate ideas for research, though it is not permitted during in-class examinations unless explicitly permitted and instructed to do so.

Student Resources:

Faculty can update student resources to provide additional supports appropriate for each course.

Resources to assist you in the course

- [UT Tyler Student Accessibility and Resource \(SAR\) Office](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center](#)
- [The Mathematics Learning Center](#)
- [UT Tyler PASS Tutoring Center](#)
- [UT Tyler Supplemental Instruction](#)
- [Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areas](#)
- [Robert Muntz Library](#) and [Library Liaison](#)
- [Canvas 101](#) (learn to use Canvas, proctoring, Unicheck, and other software)
- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)
- LIB 422 -- Computer Lab where students can take a proctored exam
- [The Career Success Center](#)
- [UT Tyler Testing Center](#)
- [Office of Research & Scholarship Design and Data Analysis Lab](#)

Resources available to UT Tyler Students

- [UT Tyler Counseling Center](#) (available to all students)
- [MySSP App](#) (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy Center](#)
- [Military and Veterans Success Center](#) (supports for our military-affiliated students)
- [UT Tyler Patriot Food Pantry](#)
- [UT Tyler Financial Aid and Scholarships](#)
- [UT Tyler Student Business Services](#) (pay or set up payment plans, etc.)
- [UT Tyler Registrar's Office](#)
- [Office of International Programs](#)
- [Title IX Reporting](#)
- [Patriots Engage](#) (available to all students. Get engaged at UT Tyler.)

University Policies and Information

Withdrawing from Class

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#)..

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance.

CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). **CAUTION #2:** All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code.

Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased.

Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. *Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).*

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when **all** of the following conditions are met:* (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade

roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the [Pregnant and Parenting Self-Reporting Form](#).

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a

handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.