

San Joaquin Delta Community College District Course Syllabus

<p>Spring 2022 DMedia 11: Fundamentals of Audio Production</p>	<p>Section number: 31282, 31298</p>
<p>Professor Information</p> <p>Adriana Brogger Phone: 209-954-5831 Adriana.brogger@deltacollege.edu</p> <p>* I will answer emails within 24 hours except for weekends or holidays. Emails sent after 4pm or a holiday will be replied to during normal business hours (9am-4pm)</p> <p>**However, please let me know if you need hours outside my normal hours. I will work to accommodate people who need evenings or weekends, I just need to plan for it.</p> <p>** All observed breaks and District holidays will be observed in online classes. Leo and I need breaks too.</p>	<p>Units: 3.0</p>
<p>Office: Shima 146 Virtual office hours by appt</p>	<p>Book here</p>
<p>Online Resources: Canvas https://bit.ly/adrianabrogger https://www.kwdc.fm Student Handbook BOX</p>	<p>Grading Option: A-F or Inc Password for protected area is s146</p>
<p>This course is designed with the the goal of offering students maximum flexibility and will use a HyFlex model with technology. Days to meet- Thursdays 9:30am-11:20 Open Lab: 11:30-1:20</p>	<p>Zoom ID: Join Zoom Meeting https://deltacollege-edu.zoom.us/j/93265681908</p>
<p>Our DMedia lab tech is Leo Marquez. Leo handles all equipment checkouts and is available for one-on-one help.</p>	<p>Leo.marquez@deltacollege.edu</p>

Course Description

This course serves as an introduction to the theory and practice of audio production for radio, television, film and digital recording applications. Students will learn the fundamentals of sound design and aesthetics, microphone use, and digital recording equipment. Students gain hands on experience recording, editing, mixing and mastering audio. Upon completion, students will have basic knowledge of applied audio concepts, production workflow, equipment functions, and audio editing software. Students will have an opportunity to apply the learned materials to actual audio production. (CSU)

Objectives

Our specific course objectives are many but they can be summed up with the following:

- Understand basic physics of sound terminology; the sound wave, frequency/pitch, amplitude/loudness, phase, and timbre
- Comprehend acoustics; microphone classification, placement and use
- Describe audio production software interface
- Demonstrate refined techniques for audio production using Audition
- Understand audio used in studio and on-location production for radio, television and film
- Create sound effects and original sound clips for dynamic media
- Collect, create, analyze, and evaluate digital audio clips
- Understand audio processes for voice recording, multimedia production, sound design
- Complete applied projects to assess the student's knowledge of recording, editing, mixing, and balancing
- Demonstrate appropriate workplace behavior in a studio setting
- Identify and apply industry-specific employability skills

Course Outcome

The student will successfully demonstrate the ability to record, mix, and export a short audio project by utilizing an audio editing program, microphone, console, and other essential audio accessories.

Hy-Flex Syllabus Statement

This is a HyFlex (hybrid, flexible) model teaching course that uses technology. In this model we are trying to serve:

1. Those of you who want to be in class face-to-face.
2. Those who need to join via Zoom but at the same time as those who are face-to-face.
3. Those of you who have to watch recordings at your convenience.

To achieve the goal of reaching all three groups, we will be using a camera and microphone for class sessions. Classes will be conducted using Zoom or other technology selected by your instructor which may use your computer's webcam or other technologies to communicate, monitor, and/or record classes, class activities, and assessments. We will be using the Owl camera, or other technology selected by your instructor, which may listen to you, view you and your surroundings, and record (including visual and audio recordings) all activity during the course. These recordings will be made available in our Canvas classroom for students enrolled

in our class who wish to view them. It may be a bit different at first, but please understand that this is an effort to serve all of our students.

Methods of instruction may include, but are not limited to, the following:

1. Lecture 2. Discussion

Prerequisites: None. Corequisites: None. Limitations on Enrollment: None.

Course Description: This course focuses on real-world application of skills in live or on-demand media environments. Students will learn how to contribute to and run multi-platform performances, with emphasis on being agile in deadline-driven content delivery. The focus will be on providing skills necessary to communicate effectively in fast-paced media situations. (CSU)

Living through a Global Pandemic: We are two years into this as of March 2022 and you know what, I am still struggling. I wish that I was still teaching face-to-face without a mask on and not having to figure out how to teach material online. It has not been easy but here we are trying to be flexible. The reality is that teaching and learning online are new to most of us. Plus, there are the financial, emotional and psychological costs that we are all living that will likely continue to affect us for some time to come. While we are all suffering in one way or another, [it has been shown that the effects of this virus are felt disproportionately by communities of color and people with less money and access to resources](#). So, while we are in this together, some of us are living this differently. Let's keep this in mind as we make our way to learning in this semester.

Let's be kind to each other, practice compassion and commit to doing our best.

SJDC Digital Media Community Health and Safety Standards: San Joaquin Delta College has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community, you are expected to abide by these. The protocols apply to anyone who is physically present on campus.

- Face coverings are required indoors for all persons, regardless of vaccination status. Masks are not required outdoors, but anyone who feels more comfortable wearing one is of course welcome to do so.
- COVID-19 vaccination or an approved exemption is required for all employees and for all students who take in-person or hybrid classes.
- COVID-19 testing is required twice a week for Delta students and employees who are granted exemptions to the College's vaccination mandate. Testing is available in Locke Lounge.
- Delta will use contact tracing badges to identify exposures to confirmed cases of COVID-19. Students and employees who are taking classes or working on campus will be issued badges and required to carry them at all times.
- You should check daily for COVID-19 symptoms and should NOT come to campus if you are feeling sick.

- *If you do not have a documented exemption and are not wearing a properly fitted face covering, you will be asked to leave class.*

Self-Report a COVID-19 Positive Case or a Possible Exposure

All Delta students and employees must immediately report a COVID-19 diagnosis or possible exposure through our online [COVID Self Report form](#).

Not sure if you should come to class? Get advice from a nurse, seven days a week.

If you have COVID-19 symptoms or are unsure whether it's OK to come to campus, you can now call and speak with a nurse. You will then receive instructions by email. If no one is available to take your call, please leave a message with your name and phone number. You will receive a call back within 4 hours during the times at which the service is available.

Phone:

[**\(209\) 888-0480**](tel:(209)888-0480)

Hours:

8 a.m. to 8 p.m. Monday through Friday

9 a.m. to 2 p.m. Saturday and Sunday

Test Kit Home Request

Any Delta students and employees can request a [Home Test Kit through our online form](#).

Additional details about student and staff expectations can be found on the [SJDC COVID-19 webpage](#).

FERPA, Privacy, and Remote Instruction Syllabus Statement

Moving education from a face-to-face to online modality presents some privacy concerns. In a distance learning environment, the federal law [FERPA](#) (which is a federal privacy law protecting students) continues to remain in effect, but students should think about their role in supporting the privacy of fellow students. As this course transitions to increased remote interactions, you should beware that shared pictures, written assignments, videos, emails, blog posts, discussion boards, etc. remain part of the content of the course, just as it would if it were shared in the face-to-face classroom setting. While the privacy of those posts cannot be guaranteed, the expectation is that each member of the class not reshare beyond or outside of the class.

The Family Educational Rights and Privacy Act (FERPA) (see 20 U.S.C. § 1232g and 34 CFR Part 99) protects personally identifiable information (PII) from students' education records from unauthorized disclosure. This means that I will only communicate with the enrolled student not a parent, spouse or other individual.

Attendance and Late Work:

1. Regular class attendance is advised to pass the course. In an online class that means that you should plan to login to Canvas at least twice per week.
2. No late work is accepted. Digital Media Production/radio stations/television stations/newsrooms/sets are deadline driven industries. Your ability to meet the deadline is part of the grade you earn.

Canvas/Online Technology: Most common issues with Canvas are related to using an unsupported browser or browser version. Supported Web Browsers with Canvas include **Google Chrome, Microsoft Edge, Firefox, and Safari**. Please **DO NOT** use Internet Explorer with Canvas. Safari is supported but users often report issues with the Safari browser, so avoid using it, if at all possible. If you have questions on how to use Canvas and would like help logging in or need tutorials, please visit this page [Canvas Overview for Students](#).

Plagiarism Policy: Plagiarism is using another person's words or ideas without giving credit to the original creator. It is not okay and if you plagiarize you can face serious consequences. Students who are found to have cheated or committed plagiarism may face disciplinary action under the [College's Student Conduct Code](#). There are lots of ways to avoid plagiarism, including starting your work early, getting support from me, getting feedback and guidance from [the Writing Success Center](#) and the [SJDC library plagiarism prevention guides](#). It is expected that you do your own work to the best of your ability. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the Digital Media department and San Joaquin Delta College.

Tolerance Policy: In this classroom, we respect and understand that all people are welcome here. We have a no tolerance policy for discrimination of any kind. Everyone has a right to be here without regard to race, color, religion, language, pregnancy, ancestry, age, gender, national origin, sexual orientation, gender identity, gender expression, mental or physical disability, genetic information, marital or veteran status. Discrimination includes all derogatory, inappropriate, and negative incidents including, but not limited to, words and actions based in personal biases related to race, color, gender, gender identity, national origin/ancestry, citizenship, religion, age, maternity, marital status, indigenous status, social origin, disability, sexual orientation, membership in organizations, and political affiliation.

Students Rights and Responsibilities:

Use this link for access to the student's handbook PDF:

<https://www.deltacollege.edu/sites/default/files/student-handbook-2019-2020.pdf>

Disability Accommodations: If you have a hidden or visible disability that may require classroom or test accommodations, please see me as soon as possible during a scheduled office hour. If you have not already done so, please register with the Disabled Support Programs and Services (located in the DeRicco Student Services Building). This office is responsible for coordinating accommodations and services for students with disabilities. You can access their online resources here:

<https://www.deltacollege.edu/department/disability-support-programs-services>

Self-Care, Mental Health & Wellness: At Delta College, our faculty and staff understand that students may at times experience a range of issues or life circumstances that can be overwhelming and cause barriers to learning such as

strained relationships, increased anxiety, depression, alcohol/drug concerns, difficult concentrating and/or lack of motivation. Delta College offers many support services to assist you with these or any other concerns you may be experiencing. If you, or anyone you know are suffering from any challenges, reach out for support. Confidential counseling services are available through the Counseling Center

<https://www.deltacollege.edu/student-services/counseling-center/counseling-services>

Other useful resources can be found on the college's Health & Wellness website:

<http://www.deltacollege.edu/department/health-wellness>

[Free Personal Counseling is available Click Here](#)

Active Minds: SJDC has a campus club that focuses on health and wellness called [Active Minds](#). We meet every week on Wednesdays at 1:30pm via Zoom. I am one of the club co-advisors. [Join here](#). You can follow us on Instagram [here](#).

Land Acknowledgement: the following statement was prepared by and in conjunction with local Indigenous elders and SJDC Professor Mario Moreno. To learn more about the First People of this area [please watch this documentary](#).

We acknowledge that San Joaquin Delta College serves students and the community on the unceded ancestral homeland of indigenous peoples, including the Yokuts [yoh-kuts], Plains Miwok [mee-wuck], Patwin [PAT-win], and Nisenan [nish-n-non]. This land remains inseparable from its aboriginal stewards. As guests, we recognize that we benefit from living and working on their traditional homeland, and we wish to pay our respects by acknowledging the ancestors, elders and relatives of the Yokuts [yoh-kuts], Plains Miwok [mee-wuck], Patwin [PAT-win], and Nisenan, including by affirming their sovereign rights as First Peoples. We remain grateful for the rich culture, languages, contributions, and heritage of the First Nation peoples who lived here and loved here, who raised their families here, who cared for land and life here, who are buried in many marked and unmarked places here, and who remain here despite acts of genocide, assimilation, and forced removal. Let us honor them, this land, and all life in our thoughts, words, and actions in this place.

Statement in support of breastfeeding parents who are students: The Lactation Room, located in the Child Development Center, offers private space for pumping or breastfeeding, including electrical outlets and a sink. Please bring in your ID when visiting for the first time. For hours see: <https://www.deltacollege.edu/department/child-development-center>

Course Policies

Attendance: This is a fully online asynchronous course but in compliance with AP4110 students who do not complete three check-in assignments within the first week of the course may be dropped.

SJDC has unfortunately been impacted by bot or pseudo students during the move to online courses. Due to this problem impacting our real students, I will be requiring check-in assignments for all students and dropping those who do not complete them. Students who are dropped may request a meeting with the instructor to request reinstatement.

In addition to using the +/- system this course is now taking part in the Equity-Minded Honors Program at SJDC.

Students have the opportunity to work on a special project (25 hours total outside of the original syllabus requirements) and receive an honors coursework notation on their transcripts. The honors option is a value add for students who wish to transfer and is a great addition to a resume or personal statement for school, etc.

If you are interested, please email me and tell me that you are interested in the honors program. You will need to develop a work plan that is acceptable to both of us. I will then submit your proposal to our Equity-Minded Honors Coordinator for approval.

***The following statement is from a brilliant educator and was shared online. I do not have the name of the original author. I am sharing it here because I love the sentiment and I fully agree**

Lastly, The COVID-19 pandemic is far from over. People from many parts of our city, state, country, and the world are still suffering from the public health crisis with minimal support and resources.

As we pursue learning together, I strive to keep the following guiding principles (inspired by The Chronicle of Higher Education):

- **Put people first.** As we learn human-centered design philosophies and methodologies in this course, I hope we practice empathy and be cognizant that our own reality (day-to-day life) can be imposed upon others whose lives may differ drastically from ours.
- **Stay informed.** We will keep ourselves educated about the development of the public health situation and make informed decisions about our personal, social, and professional lives.
- **Communicate early and often.** Even when we are physically and socially distancing to help stop the spread of virus, we can remain connected through various communication platforms. Always reach out if you need anything necessary to support your learning and own well-being.
- **Celebrate accomplishments.** Any achievements, major or minor, during this time is a testament to your dedication and perseverance. We will enable a culture of celebration in this class. Share with me your successes (and failures) and I will acknowledge them however you prefer.
- **Take care of yourself.** Get enough rest, food, exercise, and anything you need to keep you in a positive mood and good health. If you don't feel well, do not force yourself through the course work.

Schedule of Topics & Readings Actual dates for lectures and tests can be seen on Canvas using the assignments or calendar function.

Class Assignments:	Points
KWDC Handbook Acknowledgment	25 pts
Critical Listening Assignment	25 pts

Signal Flow Chart	25 pts
KWDC Station ID	25 pts
Midterm: Inspired Words	50 points
5 Songs Assignment	50 pts
YOUR KWDC Show	100 pts (Folder)
Final	100 pts (Edit)

KWDC Station ID: Individual assignment. This assignment familiarizes you with our KWDC labs and audio editing software. Finished files should be uploaded to your student folder as an MP3 and your Adobe Audition session files.

5 Songs Assignment: Individual assignment. Samples are uploaded to the student drive and to Canvas. This assignment is designed to improve your multi-track editing skills. Finished files should be uploaded to your student folder as MP3s, you must include the Adobe session files and you must submit a My 5 Songs Playlist Google form:

<https://goo.gl/forms/Uh9qkJRpLNtMdO523> (Links to an external site.)Links to an external site.

Final Exam for this course: You can take the final anytime you have unlocked it.

Method of Evaluation and Grading Options

Student grades will be calculated using the following criteria:

- Course Contract (25 points)
- Not a Bot Assignment (25 points)
- Module 1 quiz- 5 participation points
- Monthly self-assessments: Due Feb. 1, March 1, April 5, and May 3. (50 points each)
- LAB Participation/hour: 300 points

- KWDC Audio Projects 50 points- 10 each.
- Your Choice: Ultimate Digital Media Project- you pitch your plan and work on this throughout the semester OR you can work with me and Leo on a major department project. (200 points)
- DCTV Live Event Production: Live in-person production (If COVID-19 allows us) (200 points)
- Client Project: this Digital Media class will allow students to complete a project that will mimic the real-world client-producer relationship. You will have to find a client or be assigned one. However, students who are working entirely remotely will have to arrange for a client that they have access to. Ideally, this will be someone they live with or see regularly. You will work with your client to discuss their video production needs and then come up with a proposal about their project. Over the course of the semester, you will arrange to record an interview and gather supporting video and images to edit into a final project with music and graphics. (300 points)

Deliverables will be submitted on Tuesdays unless otherwise arranged. All work should be submitted via Canvas and BOX.

Points-Based

In a points-based system, each assignment, quiz, etc., is given a point value. The final grade is determined by adding up all the points earned and comparing it to a grading standard.

Late Work/Grading policy: I do not accept late work. Creating multimedia content requires that you meet deadlines. However, because we are working on improving skills I do allow resubmissions. If you submit your work on the assigned date and it does not receive a passing score, meaning it is not broadcast ready, you will have one week to resubmit it based on the feedback you receive. I reserve the right to not grade your work after the one-week resubmission.

Schedule of Topics & Readings

Actual dates for lectures and tests can be seen on Canvas using the assignments or calendar function.

(The instructor reserves the right to modify this syllabus throughout the semester, if necessary.)

THANK YOU! Let's have a great spring 2022.