THE LINCOLN UNIVERSITY
DEPARTMENT OF MASS COMMUNICATIONS
AUDIO PRODUCTION
COM 312
Fall/Spring

COURSE NUMBER: COM 312
CREDITS: 3 Credits
INSTRUCTOR: TBA
OFFICE: XXX EMAIL: XXX
PREREQUISITES: COM202

Course Description

This course introduces students to the theory and practice of audio production for digital media. Students are taught principles of sound and audio, sound recording, digital editing and special effects, with applications to news gathering and production, audio streaming on the Internet, and digital film/video production.

Required Textbooks
TBA

Student Learning Outcomes

- Students will write scripts for original audio productions designed for target audiences;
- Students will record voiceovers and dramatic presentations;
- Students will write critiques of audio productions demonstrating critical thinking; analytical skills, logical thought, and appropriate source documentation;
- Students will learn the scientific basis for sound transmission, conversion of sound into/from electrical signals, and conversion of these signals into digital data;
- Students will learn how to use professional computer software and hardware to record, edit and modify digital audio recordings;
- Students will demonstrate the ability to utilize audio technology to achieve a desired effect on their audience;
- Students will understand the ethical and legal implications of the use of audio technology to manipulate sound recordings;
- Students will learn to search for audio materials available through online sources and download them to use in recording projects;
- Students will demonstrate understanding of the historical development of audio technology and how it affects society;
- Students will understand how social and cultural changes have influenced recording and editing techniques in audio production;
- Students will demonstrate their ability to use non-stereotypical elements of language and performance in their writing and production;
- Students will write and produce audio recordings in an ethical manner;
• Students will demonstrate the cultural and linguistic differences in audio productions in the context of their sources and their intended audiences;
• Students will produce audio recordings that demonstrate both the freedom of expression afforded them and the limitations on that freedom;
• Students will produce audio recordings that are designed to reach diverse audiences and/or audiences from different cultures;
  Students will produce audio recordings that adhere to professional ethical and legal standards;
• Students will critique audio recordings, demonstrating their knowledge of ethics and moral reasoning to evaluate the product;

Institutional SLOs

1. Effective Communication

2. Computer and Digital Literacy

3. Diversity Awareness

4. Critical Thinking

5. Financial Literacy

6. Integrative and Life-Long Learning

Program/ACEJMC SLOs

1. Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
3. Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

5. Understand concepts and apply theories in the use and presentation of images and information.

6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

7. Think critically, creatively and independently.

8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

11. Apply basic numerical and statistical concepts.

12. Apply tools and technologies appropriate for the communications professions in which they work.

**Direct and Indirect Assessment Measures for Each SLO**

1. Script assignments, measured, by rubrics, to evaluate students’ competency in writing, commercials, news stories, and drama scenes. 80% of the students should reach the minimally acceptable score of 75% (C).
2. Digital audio productions of commercials, news stories, and dramatic scenes, measured by rubrics, to evaluate students’ ability to apply principles of sound and audio, sound recording, digital editing and special effects, with applications to news gathering and production, audio streaming on the Internet, and digital film/video production. 80% of the students should reach the minimally acceptable score of 75% (C).

3. Critical analysis reports, measured by rubrics, to evaluate students’ competency in critiquing productions for the use of audio technology to achieve the desired audience effect. 80% of the students should reach the minimally acceptable score of 75% (C).

4. Short answer quizzes designed to measure specific SLOs. 80% of the students should reach the minimally acceptable score of 75% (C).

<table>
<thead>
<tr>
<th>COM 312 Audio Production Course Student Learning Outcome</th>
<th>Program SLO</th>
<th>Institutional SLO</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write scripts for digital productions that address specific target audiences</td>
<td>1, 2, 3, 4, 5, 6, 7, 9, 10</td>
<td>1, 3, 4, 6</td>
<td>1</td>
</tr>
<tr>
<td>Use hardware and software to record and edit voiceovers and dramatic presentations</td>
<td>1, 5, 6, 7, 11, 12</td>
<td>1, 2, 3, 6</td>
<td>2</td>
</tr>
<tr>
<td>Conduct critical research analyzing professional audio productions</td>
<td>1, 2, 3, 4, 6, 7, 8, 9, 10</td>
<td>1, 4, 6</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrate knowledge of the scientific principles of sound, analog audio and digital audio</td>
<td>5, 6, 9, 11, 12</td>
<td>2, 4, 6</td>
<td>4</td>
</tr>
<tr>
<td>Learn to operate professional digital audio software and hardware</td>
<td>5, 7, 11, 12</td>
<td>2, 5, 6</td>
<td>4</td>
</tr>
<tr>
<td>Produce completed digital audio projects that address specific target audiences</td>
<td>1, 3, 4, 5, 6, 7, 11, 12</td>
<td>1, 2, 3, 4</td>
<td>2</td>
</tr>
<tr>
<td>Demonstrate knowledge of ethical and legal implications of digital audio technology</td>
<td>1, 2, 3, 4, 6, 7, 9, 10</td>
<td>1, 3, 4, 5, 6</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Use online sources to search and retrieve audio materials for productions</td>
<td>1, 5, 6, 7, 11, 12</td>
<td>2, 5, 6</td>
<td>2</td>
</tr>
<tr>
<td>Demonstrate understanding of the history of audio technology</td>
<td>1, 2, 3, 5, 7, 8, 11</td>
<td>1, 5, 6</td>
<td>4</td>
</tr>
<tr>
<td>Demonstrate understanding of cultural diversity and apply it to production of digital audio</td>
<td>1, 3, 4, 5, 6, 7, 9, 10, 11, 12</td>
<td>1, 3, 4, 6</td>
<td>2, 3</td>
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CALCULATION OF FINAL GRADES:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>Points</td>
<td>4.0</td>
<td>3.7</td>
<td>3.3</td>
<td>3.0</td>
<td>2.7</td>
<td>2.3</td>
<td>2.0</td>
<td>1.7</td>
<td>1.3</td>
<td>1.0</td>
<td>0.0</td>
</tr>
<tr>
<td>%</td>
<td>100-93</td>
<td>92-90</td>
<td>89-88</td>
<td>87-82</td>
<td>81-80</td>
<td>79-78</td>
<td>77-72</td>
<td>71-70</td>
<td>69-67</td>
<td>66-60</td>
<td>60 and under</td>
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</table>

**UNIVERSITY ATTENDANCE POLICY:**
Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

See the Lincoln University Catalog 2013 on Lincoln’s webpage, pp. 69-70. [http://www.lincoln.edu/registrar/](http://www.lincoln.edu/registrar/)

**UNIVERSITY ACADEMIC INTEGRITY STATEMENT:**
Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.

See the Lincoln University Catalog 2013 on Lincoln’s webpage, pp. 60-62. [http://www.lincoln.edu/registrar/](http://www.lincoln.edu/registrar/)

***STUDENTS WITH DISABILITIES STATEMENT:**
Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Services for Students with Disabilities Program seeks to promote awareness
and a campus environment in which accommodating students with special needs and/or disabilities is a natural extension of the University’s goal. Any student with a documented disability should contact the Office of Student Support Services.

Sample Course Outline

Week 1—Characteristics of Sound and Audio  
Week 2—Fundamentals of Acoustics; Loudspeakers and Headphones  
Week 3—Microphone Types and Applications  
Week 4—Mixing Consoles, real and virtual  
Week 5—Fundamentals of Digital Audio  
Week 6—Introduction to Digital Audio Software  
Week 7—Signal Processing  
Week 8—Digital Audio Effects  
Week 9—Editing for News  
Week 10—Multi-track and Layered Recording  
Week 11—Creating and Using Sound Effects  
Week 12—Incorporating Music in Dramatic Production  
Week 13—Editing and Mixing for Digital Film and Video  
Week 14—Critical Listening to Audio Productions  
Week 15—Ethical and Legal Considerations in Audio Production

Sample Assignments

1. Write and Produce a 30-second Commercial Using Voiceover, Music, and Special Effects
2. Write and Produce a 60-second Radio News Story Using Actualities, Voiceover, and Natural Sound
3. Produce a Dramatic Scene Using Character Voices, Ambient Sounds, and Sound Effects for Digital Film or Video

☐ 4. Write a critique of a radio commercial discussing the techniques used to reach a target audience, the ethical and legal implications of the persuasive techniques, and the presence or absence of cultural, racial, gender, or other stereotype