

POST 324 Sound Mixing I
Winter 2021
Tuesday - 5:45 PM - 9:00 PM - Online

Instructor: Travis Duffield

Email: tduffiel@cdm.depaul.edu

Office Hours: Wednesday and Thursday 4:00PM - 4:45PM - Zoom - By Appointment

Course Description

This workshop based course focuses on re-recording mixing for cinema using the stereo sound field. Subjects include mixing philosophies, techniques, advanced digital signal processing, and monitoring. A history of sound mixing will be covered. Several projects will be completed throughout the quarter.

Prerequisite: POST 224

Grading Scale

Critical Listening and Analysis Project 15%

Design / Mixing Projects 60%

Theatrical Mix Critique 10%

Attendance 15%

A 93-100 Excellent work

A- 90-92

B+ 87-89 Above satisfactory work

B 83-86

B- 80-82

C+ 77-79 Satisfactory/good work

C 73-76

C- 70-72

D+ 67-69 Unsatisfactory work

D 63-66

D- 60-62

F 0-61 Substantially unsatisfactory work

Learning Outcomes

By the end of POST 324, students will be able to:

- Mix the audio for film clips in stereo.
- Automate digital signal processes.
- Conform a basic mix to a revised edit.
- Utilize basic routing techniques in a digital audio workstation.
- Listen and identify deficiencies in a mix through various outputs.
- Encode audio for basic delivery of the final mix.

Optional Texts

Mixing Audio 3rd Edition - Roey Izhaki

ISBN: 978-1-138-85978-4

Materials

Hard Drive with at **least** 100GB free space - Firewire 400/800 , USB **3.0** (not 2.0), or Thunderbolt (Preferably 7200RPM) is recommended.

Course Outline

Week 1

Topics Covered: Intro to Class | Syllabus | Pro Tools Review

Assignment: Project 1 - Stereo Music Mix **Due Week 3**

Week 2

Topics Covered: What is Mixing | Stereo Mixing Workflows | Templates Part 1

Assignment: Theatrical Mix Analysis Project - **Due Week 6**

Week 3

Topics Covered: Processing Part 1 | Templates Part 2

Assignment: Project 2 - Stereo Mix to Picture **Due Week 7**

Week 4

Topics Covered: Processing Part 2

Week 5

Topics Covered: Introduction to Automation

Week 6 - MIDTERM

Topics Covered: Conforming

Assignment: Conforming Project - **Due Week 8**

Week 7

Topics Covered: Project 2 Critiques

Assignment: Project 3 - Stereo Mix to Picture **Due Week 11**

Week 8

Topics Covered: Control Surfaces | Advanced Mixing Techniques

Reading: *Sound Design for the “Star Wars” Trilogy* - Ben Burtt (Part 1 and 2 on D2L)

Week 9

Topics Covered: Asset Creation | Delivery | Loudness Specs

Week 10

Topics Covered: Final Project Screener Critique - **IN CLASS**

Week 11 - FINAL PROJECTS DUE / SCREENED IN CLASS

Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements on D2L and sent via email.

Respect for Diversity and Inclusion at DePaul University as aligned with our Vincentian Values

At DePaul, our mission calls us to explore “what must be done” in order to respect the inherent dignity and identity of each human person. We value diversity because it is part of our history, our traditions and our future. We see diversity as an asset and a strength that adds to the richness of classroom learning. In my course, I strive to include diverse authors, perspectives and teaching pedagogies. I also encourage open dialogue and spaces for students to express their unique identities and perspectives. I am open to having difficult conversations and I will strive to create an inclusive classroom that values all perspectives. If at any time, the classroom experience does not live up to this expectation, please feel free to contact me via email or during office hours.

In the wake of recent national conversations around anti-Black racism, sexual violence, the immigration crisis, and the impact of the pandemic on marginalized people, I am more awake to the systemic inequities and injustices in our institutions, including DePaul University and the College of Computing and Digital Media, where I teach and serve.

I recognize the rich diversity of our campus community and seek to offer all members of my class an equitable, inclusive, welcoming, secure, responsive and affirming environment that fosters mutual respect, empathy and trust.

COVID-19 Health and Safety Precautions

Keeping our DePaul community safe is of utmost importance in the pandemic. Students, faculty and staff are expected to (1) wear a cloth face covering at all times while on campus, both inside buildings and outside on the grounds; (2) maintain physical distance (at least six feet) in all DePaul spaces (including classrooms, meeting rooms, hallways, rest rooms, offices, and outdoor spaces); (3) conduct a daily self-screening process for the symptoms of COVID-19 using the #CampusClear app before coming to campus; (4) complete the online Health and Safety Guidelines for Returning to Campus training; and (5) abide by the City of Chicago Emergency Travel Order. By doing these things, we are Taking Care of DePaul, Together. The recommendations may change as local, state, and federal guidelines evolve. Students who have a medical reason for not complying should register with DePaul's Center for Student with Disabilities (CSD).

Online Course Evaluations

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Please see <https://resources.depaul.edu/teaching-commons/teaching/Pages/online-teaching-evaluations.aspx> for additional information.

Academic Integrity and Plagiarism

This course will be subject to the university's academic integrity policy. All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity.

More information can be found at <https://resources.depaul.edu/teaching-commons/teaching/academic-integrity/Pages/default.aspx>.

Posting work on online sites, such as Hero

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Academic Policies

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found at: <http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

Incomplete Grades

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval. Information about the Incomplete Grades policy can be found at <http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

Preferred Name & Gender Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or legal need. For more information and instructions on how to do so, please see the Student Preferred Name and Gender Policy at <http://policies.depaul.edu/policy/policy.aspx?pid=332>

Students with Disabilities

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling them to access accommodations and support services to assist with their success. There are two office locations:

- Loop Campus (312) 362-8002
- Lincoln Park Campus (773) 325-1677
- Email: csd@depaul.edu

Students who register with the Center for Students with Disabilities are also invited to contact Dr. Gregory Moorhead, Director of the Center, privately to discuss how he may assist in facilitating the accommodations to be used in a course. This is best done early in the term. The conversation will remain confidential to the extent possible.

Please see <https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx> for Services and Contact Information.

Late Papers/Projects

Late papers and projects are **not** accepted. If there is an emergency, proper documentation is required before the deadline.

Attendance

Students are expected to attend each class and to remain for the duration. Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. Three absences for any reason, whether excused or not, may constitute failure for the course.