

**City University of Hong Kong  
Course Syllabus**

**offered by School of Creative Media  
with effect from Semester A 2018 /19**

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**Part I Course Overview**

**Course Title:** Music Studio Production

**Course Code:** SM2276

**Course Duration:** One semester

**Credit Units:** 3

**Level:** B2

**Proposed Area:**  
*(for GE courses only)*

Arts and Humanities  
 Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* SM1702 Creative Media Studio I

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* Nil

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims to facilitate students to understand the technology and techniques used in music and audio production for TV commercial, MTV, and related visual media. Centred on the audio recording studios, students will gain in-depth knowledge of: professional audio studios operation; digital audio workstations; music and audio production for advertising and broadcast media.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe the set up of a system design for typical music production studios.		✓	✓	
2.	Analyze, enumerate and compare various audio content and techniques of broadcasting materials.		✓	✓	
3.	Plan and organize complex audio recording sessions.			✓	✓
4.	Design and produce audio materials for TV commercials: Voice over, Sound effects, Music or Jingle and compose music for MTV			✓	✓
5.	Apply mastering techniques and prepare final deliverable materials for broadcast.			✓	✓
6. <sup>^</sup>	Transform basic technical competence into a unique style or personal signature		✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

<sup>^</sup> Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

**3. Teaching and Learning Activities (TLAs)**  
*(TLAs designed to facilitate students' achievement of the CILOs.)*

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lecture / Demonstration	Audio studios operation and experiment with different studio equipment.	✓						
Media Analysis / Discussion	Critical listening to movies, TV commercials, music, etc. and perform critique and discussion on the audio content.		✓					
Guided Exploration	Setup and conduct studio sessions for dialogue and instruments recording.			✓				
Production / Practice	Work with visual content and create unique sound design and effects by using different softwares, virtual instruments and Foley recording.				✓			
Project / Practice	Create a complete music piece and synchronize it with VJ software to trigger visual contents.					✓		
Lecture / Demonstration	Prepare audio materials for delivery to various media and broadcasting standards.						✓	

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 100%								
Exercise on using the audio studios to perform a mixing session.	✓						10%	
Weekly listening exercise and critique on different audio materials.		✓					15%	
Dialogue production project			✓				15%	
Group project - Choose a TV commercial visual and create all the necessary audio materials for it. Then deliver and present the final product to class.				✓			20%	
Final Project	✓	✓	✓	✓	✓	✓	40%	
Examination: 0% (duration: _____, if applicable)								

\* The weightings should add up to 100%.

100%
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## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Listening Exercise and Critique	This assessment will grade on rationality, clarity and fluency of argument and comment. The threshold of 'discovery' lies in a student's ability to negotiate a position that is informed, defensible, and standing on personal insight.	<ul style="list-style-type: none"> <li>- Rich content, excellent ability to interpret and integrate various resources</li> <li>- Rigorous organization, coherent structure, systematic composition</li> <li>- Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature</li> <li>- Readiness to respond to peer</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate content, sufficient ability to integrate various resources based on demand</li> <li>- Reasonable organization with balanced structure and composition</li> <li>- Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently</li> <li>- Sufficient</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate content, fair ability to integrate various resources based on demand</li> <li>- Fair organization with adequate structure and composition</li> <li>- Relevant points made to the subject matter in question</li> <li>- Ability to respond to other statements and engage in class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Weak content, limited use of resources</li> <li>- Poor organization, structure and composition</li> <li>- Relevant points to the subject matter, marginal ability to interpret opinions</li> <li>- Ability to respond to other comments in simple terms</li> </ul>	<ul style="list-style-type: none"> <li>- Inadequate content, no/ irrelevant use of resources</li> <li>- No organization, structure or/and composition</li> <li>- Irrelevant points to the subject matter, no ability to interpret opinions</li> <li>- Fail to respond to other comments</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<ul style="list-style-type: none"> <li>opinion and other views initiated in class discussion</li> <li>– Discussion shed light on new dimensions of the issue</li> </ul>	<ul style="list-style-type: none"> <li>responses to peer comments to sustain a discussion</li> </ul>			
2. Audio Project	Students should demonstrate ability to utilize primary and secondary sources, execute creative ideas and projects. The threshold of ‘discovery’ lies in a student’s proactively turning theory into praxis, to transform course material into self-owned authorship.	<ul style="list-style-type: none"> <li>– Work has strong affective quality and the articulation of personal styles and signature</li> <li>– Excellent appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium</li> <li>– Work raises questions and instill insights</li> </ul>	<ul style="list-style-type: none"> <li>– Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium</li> <li>– Ability to create project/ work that demonstrate the processes of thinking and creative exploration</li> <li>– Proper adjustment of</li> </ul>	<ul style="list-style-type: none"> <li>– Basic appreciation and/or application of the aesthetic and expressive qualities of the medium</li> <li>– Limited ability to create project/ work that demonstrate the processes of thinking and creative exploration</li> <li>– Adjustment of plans and strategies in response to</li> </ul>	<ul style="list-style-type: none"> <li>– Marginal appreciation of the aesthetic and expressive qualities of the medium</li> <li>– Marginal ability to create project/ work that demonstrate the processes of thinking and creative exploration</li> <li>– Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available</li> </ul>	<ul style="list-style-type: none"> <li>– No appreciation of the aesthetics and expressive qualities of the medium</li> <li>– Fail to create project/ work that demonstrate the processes of thinking and creative exploration</li> <li>– Minimal adjustment of plans and strategies in response to resources (time, space, equipment, etc) available</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<p>about the process of conception, creative strategization and production</p> <ul style="list-style-type: none"> <li>- Innovative exploration by combining knowledge from different disciplines (e.g. mathematics, psychology, physics, anthropology, etc.) to create an inter-disciplinary project</li> <li>- Efficient adjustment of plans and strategies in response to resources (time, space,</li> </ul>	<p>plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions</p>	<p>resources (time, space, equipment, etc) available</p>		

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		equipment, etc) available with constructive adjustment				

**Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.**



### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

*Advertising, TV commercials, jingles, MTV, song writing, music composition, arranging, voice-over, sound effects, sound design, sound editing, system design, acoustics, audio recording, audio mixing, audio mastering.*

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Nil

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Thompson, Daniel M.. <i>Understanding Audio: Getting the Most Out of Your Project or Professional Recording Studio</i> , USA: Berklee Press, 2005.
2.	Price, Zack. <i>The Beginner's Guide to Computer-Based Music Production</i> , USA: Cherry Lane Music, 2005.
3.	Bartlett, Bruce. Bartlett, Jenny. <i>Practical Recording Techniques, Fourth Edition : The step-by-step approach to professional audio recording</i> , USA: Focal Press, August 2005.
4	Owsinski, Bobby. <i>The Mixing Engineer's Handbook</i> , USA: Artistpro, 1999.
5	Stone, Al. <i>Jingles: How to Write, Produce and Sell Commercial Music</i> , USA: Writers Digest Books, 1990.
6	Katz, Bob. <i>Mastering Audio</i> , Burlington, MA: Focal Press, 2002.
7	Huber, David, Runstein, Robert E.. <i>Modern Recording Techniques</i> , Woburn, MA: Focal Press, 2001.