



CTXA Animation Sound Design Practice

Units: 2

Term—Day—Time: Fall Wednesday 1-3:50

Location: RZC 117; other facilities as indicated

Instructor: Dan Blanck

Office Hours: With appointment with instructor.

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Teaching Assistant: SiJia Zheng

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Course Description

Expanded Animation Sound Design Practice is designed for graduate level students interested in developing expertise in the creative applications of sound in time based digital media. It is hoped that through this class students develop approaches to sound design that reflect the depth of the visual practices in which the students are familiar and skilled. This is an examination of sound which is both technical and conceptual and one privileging originality, uniqueness and specificity of approach to individual creators and their individual styles, not only for this class but as an inspirational approach to future work as well.

Learning Objectives

Students will learn Protocols sound design software, Mixing Softwares and practices, live recording practices, and theoretical approaches to the application of sound to image.

Description and Assessment of Assignments

Assignments 1-5: Assignments 1-5 each require exploration of methods explored in class through the engagement of two prompts: An emotion (chosen from the list below), and a central concept assigned to each project:

- 1: Space**
- 2. Dimension**
- 3: Daylight**
- 4. Darkness**

5: Ritual

Projects 1,2 are 30 seconds long

Projects 3, 4, 5 are 60 seconds long

Final Assignment: The Final Assignment (which also serves as a Final Exam), expects the student to choose either a short film previously created by that student, or a fragment of a film previously created by that student, with a new sound design reflecting a thoughtful development of the concepts of the film explored with the elements of this class and a thoughtful reexamination of the intentions of the film filtered through this class.

Length determined by either the short film or fragment of previous work selected by each student.

List of Emotions for selected use in Assignments 1-5:

Regret

Anticipation

Loss

Fear

Apprehension

Elation

Love

Anxiety

Satiation

Satisfaction

Sympathy

Complacency

Hurt

Participation

It is expected that students attend classes, engage in discussions and in critiques of projects. Classes will take place in three different settings, and it is important that students participate in these different locations/sound practice environments.

Grading Breakdown

Assessment Tool (assignments)	Points	% of Grade
Participation	25	25
Assignment 1	10	10
Assignment 2	10	10
Assignment 3	10	10
Assignment 4	10	10
Assignment 5	10	10
Final Assignment	25	25
TOTAL	100	100

Grading Scale

Letter grade	Corresponding numerical point range
A	95-100
A-	90-94
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	59 and below

Assignment Submission Policy

Assignments are to be prepared for class review on the Due Dates noted in the class schedule.

Attendance

As our classes will involve instruction in three different technical processes it is essential that students attend the classes where this instruction occurs. It is difficult to 'make up' missed classes. It is also important that students' critique and learn from each other's project reviews, so attendance at those is mandatory.

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission

of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Course Schedule

	Topics/Daily Activities	Readings/Preparation	Location/Deliverables
W e e k 1	August 28	Introductions to class	RZC 117
W e e k 2	September 4	<i><u>Making Waves</u> screened Protools Introductions</i>	SCA B105
W e e k 3	September 11	<i>Protools Lab Intro</i>	SCA B105
W e e k 4	September 18	<i>Protools Lab Intermediate</i>	<i>SCB 115</i> Assignment 1: Space (.30) + emotion
W e e k 5	September 25	<i>Protools Lab Advanced</i>	<i>SCB 115</i> Assignment 2: Dimension (.30) + emotion
W e e k 6	October 2	<i>Live Recording ADR or Foley</i>	<i>ADR or SCA Foley B 106/107</i>
W e e k 7	October 9	<i>Protools Lab: Sound Design</i>	<i>SCB 115</i> Assignment 3: Daylight (.60) + emotion
W e e k 8	October 16	<i>Mix Stage Intro</i>	<i>SCA B128</i>

W e e k 9	October 23	<i>ProLive Scoring Stage Recording/Music</i>	<i>John William Scoring Stage</i>
W e e k 1 0	October 30	<i>Mix Stage Intermediate</i>	<i>SCA B128</i>
W e e k 1 1	November 6	<i>ADR/FOLEY</i>	<i>ADR or SCA Foley B 106/107</i>
W e e k 1 2	November 13	<i>Protools: Lab Plug Ins</i>	<i>SCA B105</i> <i>Assignment 4: Darkness (.60) + emotion</i>
W e e k 1 3	November 20	<i>Protools Lab: Mastering</i>	<i>John William Scoring Stage</i> <i>Assignment 5: Ritual (.60) + emotion</i>
W e e k 1 4	November 27	<i>THANKSGIVING</i>	<i>NO CLASS</i>
W e e k 1 5	December 4	<i>Screening of student projects</i>	<i>SCB 115</i> <i>Final Assignment Due: TBD by student</i>

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.