

Time: Friday from 2:30-4:20

Instructor:

Stewart Blackwood

Office: Remote (Due to COVID-19), <https://ucsd.zoom.us/my/stewartblackwood>

Website: www.stewartblackwood.com

E-Mail: sbblackwood@ucsd.edu

Office Hours: Tuesday 12:00 PST or by Individual Appointment

Class Methodology:

This class aims to give students practical experience in creating and utilizing sound for theatre. Due to COVID restrictions, this class will focus on using computer software to produce and program sound cues and interactivity. This will be accomplished through software workshops interspersed with lectures, demos, and individual meetings.

Weekly Assignments

There will be weekly assignments that prepare and contribute to a final sound design project. The playback software for this class is Ableton as it runs on both Windows and Macintosh. If a student wishes to focus on programming in Qlab, we can meet individually during my office hours (Tues 12:00).

Learning Outcomes:

1. Use a DAW (Digital Audio Workstation) to manipulate, produce, and reinforce sound for theatrical productions.
2. Program and create audio content that can be integrated with live media.
3. Learn and explore home studio recording techniques.
4. Create system concepts and drawings for use in theatrical/installation sound design.

Required Materials:

- A computer with internet access (recommended 4GB of ram)
- A pair of flat-response mixing headphones (ATH-M20s, Sony MDR750s, AKG K240, Sennheiser HD300)
- Trial version of Ableton Live Suite www.ableton.com/en/trial
- Educational Version of Vectorworks www.vectorworks.net/en-US
- *Optional USB Microphone (AT2020, RODE Nt-1, Fifne, CAD)

Class Schedule

Week 2	Class Introductions, Syllabus Overview, Software Check, Micro - Lecture "The Sound Design Process," DAW/Ableton Intro (Window Overview, Arrangement View, Audio Clips)
Week 3	Micro – Lecture "Only What You Need to Know About the Science of Sound," Ableton Workshop (Automation, Sends, Basic Audio Effects)
Week 4	Assignment Presentations, Micro – Lectures "The Bedroom Recording Artist" & "MIDI, what's the deal?" Ableton Workshop (Clip View, Audio Effects continued)
Week 5	Assignment Presentations, Micro – Lectures "Foley" & "Sound in the Text," Ableton Workshop (Cues in Ableton, Stems, Groups/Sends, Clip Settings)
Week 6	Assignment Presentations, Micro – Lectures "Design Paperwork" and "Speakers & Amps", Vectorworks Introduction/Workshop
Week 7	Assignment Presentations, Micro-Lectures "The Music-Tech Nitty Gritty" & "Signal Flow", Group Collaborative Work
Week 8	Introduction to Advanced Topics (Survey Class Interest),
Week 9	Individual Project Meetings
Week 10	Final Project Presentations & "Where to go from here" Professional Development

**schedule subject to change*

Assignment Schedule

Due	Assignment
Week 3	Sound/Music Collage based on a Stephen Crane poem 1 min & read some of the texts
Week 4	Sound/Music Collage based on a Mary Oliver Poem 1 min with only recorded material & pick a text
Week 5	Sound Design a walkthrough of your home twice (sourced vs. recorded) & read some of the texts
Week 6	Create a basic cue sheet/sequence in GoogleSheets/Ableton for pg. 99-101 of <i>Rhinoceros</i> by Eugene Ionesco & submit a cue sheet
Week 7	Draw speaker placements for one venue on campus, make a spreadsheet of all of model numbers of the speakers you use
Week 8	Create a signal flow for your project, research the various components that go into it, include model numbers
Week 9	Do as much work as you are able to in preparation for our final project individual meeting.
Week 10	Final Project

*schedule subject to change

Texts

You only need to work on one of these but are encouraged to read more.

- *The Nether* by Jennifer Haley
- *Rhinoceros* by Eugene Ionesco
- *The Transition of Doodle Pequeno* by Gabriel Jason Dean
- *The Clockmaker* by Stephen Massicotte
- *Spring Awakening* (play) by Frank Wedekind
- *The Pillowman* by Martin McDonagh
- *The Tempest* or *Titus Andronicus* by William Shakespeare

Other texts can and should be brought up if the student is interested in designing one for this class. The only stipulations are that they must be an interesting world to design within, have a number of sound heavy moments, and not be a musical.

Grading Break Down

- Weekly Assignments 35%
- Attendance/Participation 30%
- Final Project 35%

Grading Scale

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59%-below

Attendance Exceptions

Attendance is mandatory for this class. Part of your grade is attendance and part of your weekly assignment grade is presenting work. For each missed class, it equates to roughly half a letter grade.

- Exceptions will be made for:
 - o Any COVID related illness
 - o Pre-arranged unavoidable conflict
 - o Any serious family tragedy

Optional Class Resources

- Useful web application to learn the basics of making music in a DAW: [Link to Web App](#)
- Sound Reinforcement handbook: [Link to PDF](#)
- USITT Drafting Standards: [Link to GoogleDoc](#)

- If you have a mac and are interested in learning Qlab this is a great, albeit slightly advanced, resource: <https://qlabcookbook.com/>
- Free educational account for sound effects on www.soundsnap.com
- More free sound effects www.bbcsfx.acropolis.org.uk/
- Yet more free sound effects: www.freesound.org

Inclusion Statements

Name & Gender Pronouns

Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. I also will encourage that your classmates do the same.

Communication

Your participation and feedback are important to the success of this course. Please voice any questions, comments, or struggles you have with the subject matter, material, structure, etc. either in class or to me privately. I encourage you to come to my office hours or make an individual appointment.

Diversity

I believe that every classroom has the responsibility to create a space for a diverse body of students to grow and explore while being respected and supported. It is up to us to create a space that everyone feels accepted for who they are and where they come from. I hope you join me in creating this space.

UCSD Policies

- [UC San Diego Principles of Community](#)
- [UC San Diego Policy on Integrity of Scholarship](#)
- [Religious Accommodation](#)
- [Nondiscrimination and Harassment](#)
- [UC San Diego Student Conduct Code](#)

Resources for Support and Learning

Learning and Academic Support	
<p><u>Ask a Librarian: Library Support</u> <i>Chat or make an appointment with a librarian to focus on your research needs</i></p> <p><u>Course Reserves, Connecting from Off-Campus and Research Support</u> <i>Find supplemental course materials</i></p> <p><u>First Gen Student Success Coaching Program</u> <i>Peer mentor program that provides students with information, resources, and support in meeting their goals</i></p> <p><u>Office of Academic Support & Instructional Services (OASIS)</u></p>	<p><u>Writing Hub Services in the Teaching + Learning Commons</u> <i>One-on-one online writing tutoring and workshops on key writing topics</i></p> <p><u>Supplemental Instruction</u> <i>Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses</i></p> <p><u>Tutoring – Content</u> <i>Drop-in and online tutoring through the Academic Achievement Hub</i></p> <p><u>Tutoring – Learning Strategies</u></p>

<p><i>Intellectual and personal development support</i></p>	<p><i>Address learning challenges with a metacognitive approach</i></p>
<p>Support for Well-being and Inclusion</p>	
<p><u>Basic Needs at UCSD</u> <i>Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact: foodpantry@ucsd.edu basicneeds@ucsd.edu (858) 246-2632</i></p> <p><u>Counseling and Psychological Services</u> <i>Confidential counseling and consultations for psychiatric service and mental health programming</i></p> <p><u>Triton Concern Line</u> <i>Report students of concern: (858) 246-1111</i></p> <p><u>Office for Students with Disabilities (OSD)</u> <i>Supports students with disabilities and accessibility across campus</i></p>	<p><u>Community and Resource Centers Office of Equity, Diversity, and Inclusion</u> <i>As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus (858).822-.3542 diversity@ucsd.edu</i></p> <p><u>Get Involved</u> <i>Student organizations, clubs, service opportunities, and many other ways to connect with others on campus</i></p> <p><u>Undocumented Student Services</u> <i>Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence</i></p>