

Tri-County Technical College  
Media Arts Production Program  
Technical Advanced Placement (TAP)

Competency Verification & Teacher Recommendation Form

TCTC Course: MAP 101 (Audio Techniques I)

**SECTION I (For the student)**

Please read this form completely, including Section III, TAP Policies and Disclosure Information. Students will be required to submit a portfolio of their work to the MAP program director. **Please see TAP RUBRIC for requirements for successful TAP credit.**

Please complete this section of the form and give it to your Audio Techniques teacher.

Your Name (PLEASE PRINT): \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ SSN: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

High School: \_\_\_\_\_ Grade \_\_\_\_\_

**SECTION II (For the high school teacher)**

I verify that this student has mastered the major course competencies listed below (signifying mastery of all sub competencies shown on the course syllabus dated 1/7/2019 and therefore, I recommend this student I recommend this student submit a portfolio of audio projects and demonstrate use of live sound equipment to TCTC faculty.

**Major Course Competencies**

The student will be able to:

1. Use audio editing software (specifically Adobe Audition): create a Podcast, edit audio, create audio productions. use effects, EQ, and audio restoration.
2. Apply the science of sound to production and performance
3. Discuss and demonstrate speaker placement, microphone options and acoustics in relation to audio production and live sound.

Teacher Name (PLEASE PRINT): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Names of high school course(s) in which this student gained the required competencies for possible TAP credit:

Date of course completion, or expected completion: \_\_\_\_\_

Comments (if applicable): \_\_\_\_\_

### **SECTION III**

#### **Technical Advanced Placement (TAP) Policies and Disclosure Information**

1. It is the student's responsibility to provide the appropriate Tri-County Technical College Program Director with all materials and documentation necessary to verify completion of TAP procedures.
2. The Tri-County Technical College Program Director will keep accurate records to ensure that all College forms and processes associated with the awarding of academic credit are completed appropriately, and to ensure that the student's academic advisor is informed of his/her progress in completing TAP procedures.
3. The student will receive a copy of the Tri-County Technical College Advanced Standing Credit Form showing the courses for which he/she will receive credit.
4. When a student works with a College advisor to register for Tri-County Technical College courses, it is the student's responsibility to inform the advisor of any credit earned through TAP.
5. TAP credit earned will be documented as a grade of "E" on the student's official Tri-County Technical College transcript after he/she has been formally admitted to the College, has satisfactorily completed all TAP procedures, and has registered for one or more Tri-County Technical College courses. TAP credit will appear on his/her TCTC transcript at the end of the first term in which the previous three conditions have been met. "E" grades earn credit hours but do not affect the grade point average.
6. TAP credit earned may apply to a required course(s) or an elective course(s) depending on whether or not the course is listed as required for a specific curriculum in the College catalog. If a student enters a program at Tri-County Technical College for which that course is not required, the student may use the credit as elective credit, with the Program Director's permission.
7. TAP credit earned at Tri-County Technical College does not imply or guarantee that such credit will be honored by other institutions of higher education.
8. A high school student will have one year following the time of his/her high school graduation to complete TAP procedures.
9. A high school student who successfully completes TAP exams but who does not successfully complete all the other procedures will have one year to complete the procedures and receive credit.
10. The Program Director (or designee) may decide whether or not a student who does not successfully complete a TAP exam is eligible to retake the exam.
11. A high school student who takes a TAP exam will have his/her score kept on file in the appropriate department office for one year following the test date. A student who has completed TAP but who has not been admitted or enrolled will have his/her Advanced Standing Credit Form kept on file for one year.
12. All TAP exams will be developed, administered, and scored by Tri-County Technical College faculty and/or staff. **Please make a copy of this form for your records and mail the original to: Heidi Mathis, Business and Public Services Division Secretary, Tri-County Technical College, P.O. Box 587, Pendleton, SC 29670**

**Rn:1/7/2019**



## Tri-County Technical College

# MAP 101 Audio Techniques I

## Syllabus

### Course Information

**Description** This course covers the introduction to the tools and processes involved in audio production, including basic training in the operation of sound recording and playback systems. The fundamentals of sound are also covered. **A final grade for this course of D or lower will not be counted toward graduation.**

**Total Credits** 3.00

**Total Hours** 3.00

### Types of Instruction

Instruction Type	Credits/Hours
Class Hours	3.00

### Textbooks

Adobe Press (2013). Adobe audition CC classroom in a book: The official training Workbook from adobe systems. United States: Adobe Press, U.S. ISBN-13: 978-0-32192953-2. **RECOMMENDED.**

### Learner Supplies

General Education Supplies. Required.

Flash drive or other external hard drive. Required.

Circumaural headphones: Required

### Program Outcomes

1. Meets professional media practices
2. Pre-plans content to meet audience and purpose within scope of work.
3. Produces media projects
4. Works effectively in a team to create media content

## Course Competencies

### 1. Explain how sound is manipulated to create audio content and live performance.

#### Linked Program Outcomes

Meets professional media practices

Pre-plans content to meet audience and purpose within scope of work.

#### Assessment Strategies

1.1. You pass a written test with a grade of at least a “C”

#### Criteria

*Your performance will be successful when:*

1.1. You explain how sound travels

1.2. You explain how sound can be manipulated acoustically and digitally.

1.3. You define cycles, frequency, pitch, timbre, volume, amplitude and gain and how they are measure

1.4. You contrast the difference in the terms “audio” and “sound”

### 2. Apply the science of sound (acoustics) to audio production and live audio performance.

#### Linked Program Outcomes

Meets professional media practices

Pre-plans content to meet audience and purpose within scope of work.

Produces media projects

#### Assessment Strategies

2.1. Demonstration of acoustic principles in recorded and live sound

#### Criteria

*Your performance will be successful when:*

2.1. Demonstration shows correct choices of equipment for audio projects and format.

2.2. Demonstration follows safety procedures, especially with wires, cables and electronic devices.

2.3. Demonstration show correct placement and use of audio hardware so the demonstration sounds professional.

### 3. Create media projects including advertisements, Foley (sound effects), music beds, voice-overs, messages, audio for video and a podcast. using audio editing software, specifically Adobe Audition.

#### Linked Program Outcomes

Meets professional media practices

Pre-plans content to meet audience and purpose within scope of work.

Produces media projects

#### Assessment Strategies

3.1 Audio content productions including advertisements, Foley (sound effects), music beds, voice-overs, messages, audio for video and a podcast.

#### Criteria

*Your performance will be successful when:*

3.1 Audio content productions, including advertisements, Foley (sound effects), music beds, voice-overs, messages, audio for video and a podcast, include the production elements required within scope of work

3.2 Audio content productions, including advertisements, Foley (sound effects), music beds, voice-overs, messages, audio for video and a podcast, are mixed in Audition so that each element can be heard.

3.3 Audio content productions, including advertisements, Foley (sound effects), music beds, voice-overs, messages, audio for video and a podcast, are properly recorded and audio is not clipped or distorted.

- 3.4 Audio content production files, including files for advertisements, Foley (sound effects), music beds, voice-overs, messages, audio for video and a podcast, are organized and labeled to enhance workflow and so audio elements are easily located by you, the instructor, client or teammate

**4. Demonstrate the use of audio effects, music-beds, sound effects, voice overs and other production elements in audio content production.**

**Linked Program Outcomes**

Meets professional media practices  
Pre-plans content to meet audience and purpose within scope of work.  
Produces media projects

**Assessment Strategies**

- 4.1 Audio content production projects, including advertisements, Foley (sound effects), music beds, voice-ov messages, audio for video and a podcast.

**Criteria**

*Your performance will be successful when:*

- 4.1 Audio content volume of voice, music, and effects enhance the presentation within scope of work.  
4.2 Audio content transitions are smooth and spaced correctly without noisy, dead space.  
4.3 Audio content music and other production elements enhance the mood, quality, and understanding of the presentation within scope of work.  
4.4 Audio content production files, including files for advertisements, Foley (sound effects), music beds, voice-overs, messages, audio for video and a podcast are organized to enhance workflow and so audio elements are easily located by you, the instructor, client or teammate.

**5. Justify production element choices made in audio content productions, including advertisements, Foley (sound effects), music beds, voice-overs, narratives, audio for video and a podcast, and how these elements affect the mood, message, and target audience.**

**Linked Program Outcomes**

Meets professional media practices  
Pre-plans content to meet audience and purpose within scope of work.  
Produces media projects

**Assessment Strategies**

- 5.1 Reflection after each project or assignment in which you are given a choice to make content decisions. (Some projects require you use only the production elements provided by the instructor.)

**Criteria**

*Your performance will be successful when:*

- 5.1 Reflection includes reasons for editorial choices within scope of work.  
5.2 Reflection includes how production element help communicate the project's message within scope of work.  
5.3 Reflection includes analysis of how production element choices affect the target audience within scope of work.

**6. Edit audio for a video project. The files will be provided.**

**Linked Program Outcomes**

Meets professional media practices  
Pre-plans content to meet audience and purpose within scope of work.  
Produces media projects

**Assessment Strategies**

6.1 Audio editing for video class assignment

**Criteria**

*Your performance will be successful when:*

- 6.1 Audio for video is mixed in Audition so all audio elements may be heard at proper volumes.
- 6.2 Audio for video matches video action.
- 6.3 Audio for video editorial choice enhance the production.
- 6.4 Audio for video content production files are organized and labeled to enhance workflow and so audio elements are easily located by you, the instructor, client or teammate.

**7. Work as a team to create a podcast.**

Meets professional media practices  
Pre-plans content to meet audience and purpose within scope of work.  
Produces media projects  
Works effectively in a team to create media content

**Assessment Strategies**

7.1 Podcast

**Criteria**

*Your performance will be successful when:*

- 7.1 Podcast team performed all duties of assigned team role
- 7.2 Podcast team members contributed knowledge, opinions, and skills to share with the team.
- 7.3 Podcast team members contributed equally to the finished product and assist in editing process by offering critique and sharing in skill development.
- 7.4 Audio content production files for podcast are organized and labeled to enhance workflow and so audio elements are easily located by you, the instructor, client or teammate.

## **MAP 101 Audio Techniques I Portfolio for TAP Credit**

### **Instructions to the student:**

To receive TAP credit for MAP 101 Audio Techniques I, you must provide a portfolio of your work to the Program Director of Media Arts Production at Tri-County Technical College.

The artifacts in this portfolio must be reviewed by your high school advisor/instructor. The portfolio must contain content that proves you have mastered the course competencies of MAP 101. .

With this portfolio, you will be able to:

- Demonstrate that you understand that you can create audio content with Adobe Audition.
- Show your knowledge, and examples you have created, audio content.
- Explain how you would troubleshoot audio problems and communicate with a client and that client's demands

### **Major Course Competencies (Please refer to the MAP 101 TAP Rubric for more detailed information)**

1. Use audio editing software (specifically Adobe Audition)
2. Produces media audio projects
3. Apply the science of sound to production and performance
4. Discuss and demonstrate speaker placement, microphone options and acoustics in relation to audio production and live sound
5. Meet professional media practices
6. Pre-plan content to meet audience needs and purpose within scope of work

### **The Content of Your Portfolio**

Your portfolio should consist of original audio content. It must all be presented digitally.

With each artifact, you must include a written explanation of your technique and purpose. Describe your audience and the reasons you believe your artifacts would be effective content for them. These explanations should include descriptions of how users perceive, consume, produce, and distribute multimedia messages in a digital age.

Include your plans for the design and production of audio products using professional methods of scripting and conceptual development.

Your content should show that you have mastered theories and aesthetic principles of audio design to the presentation of digital information.

**Include examples that illustrate your understanding of the following concepts:**

- Understanding the Audition interface
- Know how to customize your workspace
- Recording narration
- Mixing music, natural sound, narration, and sound bites
- Editing, blending and mixing audio tracks
- Open, import, export and save audio files
- Explain the best sample rate and bit depth for your project
- How to compose multiple-track recordings
- How to record narration
- Demonstrate how to apply effects: reverb, EQ, noise reduction, fade, gain, pitch control, etc.
- Create Sound effects and Foley
- Create a podcast
- Create commercial message
- Edit audio for video
- Demonstrate the use of music bed and how to choose music beds to suit the project, format and client.
- Demonstrate your knowledge of microphones and basic live sound equipment.
- Demonstrate the ability to mix several files so all the elements can be heard and understood to present your message.
- Demonstrate how to remove noise and restore audio.

**Content**

All of your content must be original. If you use a soundbite, music bed or other element in your production that you did not create, you must explain why you used it and include the source from where you attained it.

Your audio should be saved as .wav files and clearly label. You must create a written document with each project to explain the project.

Create a portfolio that could get you a job!

**Include the following:**

- A Foley Project
- A Podcast
- Audio Commercials with music bed and effects
- An Audio Story
- A music bed you edited
- Any audio project you have created





# Tri-County Technical College MAP 101 Audio Production I Tap Rubric

Please note that a score of 70% or higher is required for successful completion of the TAP exam/portfolio

Students must score a 3 or above for all criteria to demonstrate competency

Value	Description
4	Exemplary: Performs at the leadership level; meets or exceeds “proficient” standard
3	Proficient: Performs effectively, efficiently, and independently
2	Acceptable: Performs adequately, meets basic standards
1	Unacceptable: Shows emerging skill; evidence is incomplete or performance requires improvement
0	Not Observed. Little or no evidence of competence

## Course Competencies

### 1. Explain how sound is manipulated to create audio content and live performance.

Assessment - Essay

#### Criteria

1.1 You explain how sound travels

1.2 You explain how sound can be manipulated acoustically and digitally.

1.3 You define cycles, frequency, pitch, timbre, volume, amplitude and gain and how they are measure

1.4 You contrast the difference in the terms “audio” and “sound”

	1	2	3	4
1.1				
1.2				
1.3				
1.4				

## **2. Apply the science of sound (acoustics) to audio production and live audio performance.**

### **Assessment Strategies**

Demonstration of acoustic principles in recorded and live sound with a portfolio of audio content and demonstration of the use of a sound system.

### **Criteria**

Your performance will be successful when:

- 2.1 Demonstration shows correct choices of equipment for audio projects and format.
- 2.2 Demonstration follows safety procedures, especially with wires, cables and electronic devices.
- 2.3 Demonstration show correct placement and use of audio hardware so the demonstration sounds professional.

	1	2	3	4
2.1				
2.2				
2.3				

**3. Create media projects including advertisements, Foley (sound effects), music beds, voice-overs, messages, audio for video and a podcast. using audio editing software, specifically Adobe Audition.**

**Assessment** – Portfolio containing audio content productions including advertisements, Foley (sound effects), music beds, voice-overs, messages, audio for video and a podcast.

**Criteria**

Your performance will be successful when:

- 3.1 Audio content productions, including advertisements, Foley (sound effects), music beds, voice-overs, messages, audio for video and a podcast, include the production elements required within scope of work
- 3.2 Audio content productions, including advertisements, Foley (sound effects), music beds, voice-overs, messages, audio for video and a podcast, are mixed in Audition so that each element can be heard.
- 3.3 Audio content productions, including advertisements, Foley (sound effects), music beds, voice-overs, messages, audio for video and a podcast, are properly recorded and audio is not clipped or distorted.
- 3.4 Audio content production files, including files for advertisements, Foley (sound effects), music beds, voice-overs, messages, audio for video and a podcast, are organized and labeled to enhance workflow and so audio elements are easily located by you, the instructor, client or teammate.

	1	2	3	4
3.1				
3.2				
3.3				
3.4				

**4. Demonstrate the use of audio effects, music-beds, sound effects, voice overs and other production elements in audio content production.**

**Assessment Strategies**

4.1 Audio content production projects, including advertisements, Foley (sound effects), music beds, voice-overs, messages, audio for video and a podcast.

**Criteria**

Your performance will be successful when:

- 4.1 Audio content volume of voice, music, and effects enhance the presentation within scope of work.
- 4.2 Audio content transitions are smooth and spaced correctly without noisy, dead space.
- 4.3 Audio content music and other production elements enhance the mood, quality, and understanding of the presentation within scope of work.
- 4.4 Audio content production files, including files for advertisements, Foley (sound effects), music beds, voice-overs, messages, audio for video and a podcast are organized to enhance workflow and so audio elements are easily located by you, the instructor, client or teammate.

	1	2	3	4
4.1				
4.2				
4.3				
4.4				