

# Music Production Group

MUSC - 2500 001

## Course Description

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Hands-on experience creating music for professional-level projects.

Prereq: MUSC 1060 (Songwriting II) w/C grade or better, MUSC 1530 (Music Recording Techniques) or MUSC 1540 (MIDI II/Media Music Composition) or instructor approval.  
Semester: All

## Course Student Learning Outcomes

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- Students demonstrate ability to compose and produce recordings of music for various professional-setting situations, including but not limited to television drops, music for computer games and other multimedia, advertising jingles, studio music recordings – including packaging for commercial distribution via a variety of outlets, songs for timeouts at athletic events, live music productions and dance performances, and film and television underscoring. They demonstrate understanding of the expectations and challenges associated with each project.
- Students demonstrate ability to work with others constructively in collaborative and team situations. They demonstrate understanding of the collaborative process associated with each project they work on and effective methods of communication with clients who might hire a music production team to produce each project as well as with other production team members.

## Course Prerequisites

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Successful completion of one of the following options:

- MUSC 1060 with at least a C grade
- MUSC 1530 and MUSC 1560 with at least a C grade in each
- MUSC 1540 with at least a C grade
- MUSC 2200 with at least a C grade
- Instructor approval.

## Engagement Plan

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Each of us has our own communication plan, but we generally respond within 24 hours on weekdays.

## Course Content Advisory

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### **Required Supplies**

Each student should have a portable storage device such as a portable hard drive, a USB flash drive, or cloud backup option that will allow you to save a backup copy of your work (separate from the lab's computer hard drives). Please note that audio files specifically can take up a large amount of space, so you should choose a storage option that will allow you to save large amounts of data if necessary. Optional: You may use home audio and MIDI equipment for some of the work you do for this class. However, access to this kind of studio equipment is not required, as class time combined with open lab hours should be enough for you to complete any work required for the class. It is also recommended that you bring your own pair of professional-quality headphones to use in the MIDI lab. While there are headphones available for checkout, for various reasons, it is preferable that you have your own personal pair if possible.

## Keys for Success (how to succeed in the course)

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Students are expected to give 12 hours of effort each week (16 during Summer Semester) in this class. Time spent in class meetings are counted toward this hourly requirement, as are activities for the Resonance Club and any efforts spent on class projects from pre-production through post-production, including but not limited to writing proposals, brainstorming, planning, songwriting, composing, or arranging music, practicing or

rehearsing, setting up for a recording session, laying tracks in the studio, mixing, mastering, or distributing and promoting the recordings. In their weekly reports, each student should include an accounting of the time spent that week and keep a copy, as this will also allow for totaling the time you spent on each project, which is a required part of the project debrief.

The class will occasionally meet all together (usually on a monthly basis) to share work in progress with each other, give peer feedback, and coordinate projects and plans. However, for most of the semester, students will need to arrange to meet with or communicate with the course instructors to receive direct feedback on the projects are working on. This should happen at least on a weekly basis (as part of the weekly report of time spent).

Students are responsible for making sure that the course instructors are aware of and involved with giving guidance for the projects they are working on. There will not be time during the ten-minute one-on-one monthly evaluations for bringing the instructor up-to-date. They should already know what you are doing and how it is going before your evaluation. These evaluations are intended to allow for the student and instructors to arrive at an understanding of how the student is performing in the class overall so far. Seek guidance often for every aspect of the work you are doing.

## Required Text or Materials

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### **Title: No text required**

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Additional Common Procedures Review</a>	Assignment	0
	<a href="#">Duality Center Section Review</a>	Assignment	

Due Date	Assignment Name	Assignment Type	Points
	<a href="#">In search of Talent!!</a>	Discussion	0
	<a href="#">Introduce Yourself</a>	Discussion	0
	<a href="#">Oh the inhumanity! For your consideration and discussion</a>	Discussion	0
	<a href="#">Project Debrief Report</a>	Assignment	
	<a href="#">Proposing a Project</a>	Assignment	
8/29/25	<a href="#">Business Meeting #1 Participation</a>	Assignment	10
9/4/25	<a href="#">Week 1 Check-In</a>	Assignment	10
9/5/25	<a href="#">Business Meeting #2 Participation</a>	Assignment	10
9/11/25	<a href="#">Week 2 Check-In</a>	Assignment	10
9/18/25	<a href="#">Week 3 Check-In</a>	Assignment	10
9/25/25	<a href="#">Week 4 Check-In</a>	Assignment	10
9/26/25	<a href="#">Evaluation 1</a>	Assignment	100
10/2/25	<a href="#">Week 5 Check-In</a>	Assignment	10
10/9/25	<a href="#">Week 6 Check-In</a>	Assignment	10
10/10/25	<a href="#">Business Meeting #3 Participation</a>	Assignment	10
10/15/25	<a href="#">Week 7 Check-In</a>	Assignment	10
10/23/25	<a href="#">Week 8 Check-In</a>	Assignment	10
10/24/25	<a href="#">Evaluation 2</a>	Assignment	100

Due Date	Assignment Name	Assignment Type	Points
10/30/25	<a href="#">Week 9 Check-In</a>	Assignment	10
11/6/25	<a href="#">Week 10 Check-In</a>	Assignment	10
11/7/25	<a href="#">Business Meeting #4 Participation</a>	Assignment	10
11/13/25	<a href="#">Week 11 Check-In</a>	Assignment	10
11/20/25	<a href="#">Week 12 Check-In</a>	Assignment	10
11/21/25	<a href="#">Evaluation 3</a>	Assignment	100
12/4/25	<a href="#">Week 14 Check-In</a>	Assignment	10
12/5/25	<a href="#">Business Meeting #5 Participation</a>	Assignment	10
12/11/25	<a href="#">Final Submission</a>	Assignment	100
12/11/25	<a href="#">Week 15 Check-In</a>	Assignment	10
12/12/25	<a href="#">Evaluation 4</a>	Assignment	200

## Brief Description of Assignments/Exams

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Projects in this class are planned, proposed and produced by students. For each project, one student should take the role of project lead. That student is responsible for submitting a proposal to the instructor, although other collaborating students should contribute to the creation of that proposal. Each proposal should define the parameters of the project including the scope of the project, project deliverables, the resources needed for project completion, team members (other students) who will collaborate on the project along with their roles, and a plan with a schedule for project completion. The proposal should also include an estimate of the number of effort hours required to complete each part of the project. Upon completion, the project lead should prepare (with the help of other team members) and submit a project debrief report that compares the original proposal to what actually took place (especially comparing proposed effort hours to actual effort hours),

identifies what went well and how the project could have gone better, and also indicates lessons learned while working on the project.

In some cases, large projects may be carried over from semester to semester. However, each student should strive to have some completed work to show and to be evaluated on by the end of the semester. Students may work on more than one project at a time. In fact, they are encouraged to have several active projects at various stages that they can work on, in case their primary project becomes stalled for any reason.

## Grading Scale

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Four times during the semester, each student will meet one-on-one with an instructor to discuss their participation and contribution to the production team's ongoing projects. Each of these evaluations will follow the same rubric. A copy of this rubric is available on Canvas. 60% of a student's final grade is based on their score in these evaluations. 20% is based on participation in class meetings. The final 20% of their grade is based on required weekly reports of activities, including seeking guidance from the course instructor.

### Grading Scale

93-100% = A 90-92% = A-

87-89% = B+ 83-86% = B 80-82% = B-

77-79% = C+ 73-76% = C 70-72% = C-

67-69% = D+ 63-66% = D 60-62% = D-

59% or less = E

## How to Navigate to Canvas

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## Institutional Policies

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As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

## Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

## Additional Policies

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Attendance at both the class “business” meetings and one-on-one evaluations is required as these are always scheduled during the designated class time and students should have plenty of time to arrange their schedules to make sure they can attend. **Attendance is mandatory. Absences will only be excused in the rarest of circumstances.** The schedule for business meetings and one-on-one evaluations is set from the very beginning of the semester and can be found above and on Canvas. Students should add these dates to their calendar so they do not miss them.