COURSE OUTLINE

Course Number	Course Title	Credits
ETT 102	**Introduction to the Entertainment Industry**	**3**

Hours: lecture/Lab/Other 2/2	Pre-requisite Eligibility for placement in ENG 101	Implementation sem/year: Fall 2011

Catalog description (2006-2009 Catalog):

ETT 102 Introduction to the Entertainment Industry

Eligibility for placement in   ENG 101   **3 credits**

An introduction to terminology, working methods, processes, equipment and facilities for various entertainment industry venues with a particular emphasis on theatre and music technology and production. Laboratory work includes an introduction to various lighting programs and digital audio production software. Related current events and career opportunities are discussed. Attendance at several applicable events is required.

2 lecture/2 laboratory hours

Is course New, Revised, or Modified: New

Required texts/other materials:

Technical Theater for Nontechnical People by Drew Campbell
Pub. Date: August 2004
Publisher: Allworth Press
ISBN-13: 9781581153446
ISBN: 1581153449

An Introduction to Music Technology.
By: Daniel W. Hosken (Author),
Publisher: Routledge
ISBN: 0415997291
Release Date: July 1, 2010

Professional grade Stereo Headphone. (AKG, Sennheiser, Audio-Technical)
      Example: AKG240 Stereo Studio Headphones

Minimum 8 Gig USB Drive

Revision date:
Spring, 2017

Course coordinator Scott Hornick, Assistant Professor of Music 609-570-3828, hornicks@mccc.edu

Information resources: (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library

Books
Collons, Martin. *High Performance Loudspeakers*, Pertech Press First published 1985. Moderate.
Deny, Roger. *PC Audio Editing*, Focal Press, March 2000.
Johnston, lan. *Measured Tones*, Adam Hilger/IOP Publishing 1989
Moore, Brian C. J. *An Introduction to the Psychology of Hearing*,
Academic Press, 1989.
Nisbett, Alee. *The Use of Microphones*, 3rd Edition, Focal Press, 1989.
Rumsey, Francis. *Digital Audio Operations*, Focal Press, 1991.
Rumsey, Francis. *MIDI Systems and Control*, Focal Press, 1990.
Talbot-Smith, Michael (ed.). *Sound Engineer's Pocket Book*, Focal Press, 2001.
Carter, Paul, *The Backstage Handbook*; Shelter Island, NY: Broadway Press, 1988.
Huntington, John, *Control Systems for Live Entertainment*, Boston: Focal Press, 1994.
Lenk, John D., *Simplified Electrical Wiring Design Handbook*, Englewood, NJ: Prentice-Hall, Inc. 1993.

Electronic Musician, Intertec Publishing, 6400 Hollis Street, Ste. 12, Emeryville, CA 94608
Entertainment Design, formerly *TCI* and *Theatre Crafts*, Intertec Publishing, 32 West 18th Street, New York, NY 10011-4612
EQ!, Miller-Freeman PSN, Inc., 460 Park Avenue South, 9th Floor, New York, NY
10016 *Lighting Dimensions*, Intertec Publishing, 32 West 18th Street, New York, NY 10011-4612 *Live Sound International*, HUGE Press, P.O. Box 577, Shawnee Mission, KS 66201
Mix, Intertec Publishing, 6400 Hollis Street, Ste. 12, Emeryville, CA 94608
Pro Sound News, Miller-Freeman PSN, Inc., 460 Park Avenue South, 9th Floor, New York, NY 10016

Helewitz, Jeffrey A.	Entertainment law /	2004	Book
Kallen, Stuart A.,	Arts and entertainment /	2004	Book
Sonder, Mark.	Event entertainment and production /	2004	Book
Vogel, Harold L.(Harold Leslie),	Entertainment industry economics : a guide for financial analysis /	2004	Book
Association of Theatrical Artists and Craftspeople.	The entertainment 2003 sourcebook : an insider's guide on where to find everything /	2003	Book
Mulpuru, Sucharita.	Vault career guide to media and entertainment : [the inside scoop on media and entertainment ca	2003	Book
Collins, Jim, 1953-	High-pop : making culture into popular entertainment /	2002	Book
Dyer, Richard.	Only entertainment /	2002	Book

Course Competencies/Goals: Upon successful completion of the course, the student will be able to:

1. Understand and explain the process involved in mounting a theatrical production from initial concept to final strike. (GE1, GA)
2. Understand and explain the process involved in multi track recording and music production. (GE1, GA)

3. Identify the roles and responsibilities of the various professionals involved in theatre production and music technology, and explain how they work together to create a successful production or recording. (GE1, GA)
4. Describe the various venues where entertainment technology jobs are available. (GE1, GA)
5. Conduct a basic assessment of the pros and cons of employment in various entertainment venues in light of students' own career goals. (GE1, GB, GD)
6. Use, on an introductory level, various software packages in the recording/music technology industry and theatrical lighting industry. (GE4, GB, GE)
7. Explain the basic fundamentals of light and sound. (GE3)
8. Demonstrate an understanding of professional production etiquette.
9. Work as a team to develop a written Sound Bid Proposal. (GE1, GE4, GA, GB, GD, GE, GF)

Course-specific General Education Knowledge Goals and Core Skills. [

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills
Institutional Learning Goal 1.
Written and Oral Communication in English: Students will communicate effectively in both speech and writing.
1.1. Students will read, write, and/or speak critically in formal American English.
1.2. Students will generate messages suitable to the appropriate setting and purpose.
1.3. Students will analyze and assess nonverbal, cultural, and gender communication in both small group and public communication settings.
Institutional Learning Goal 4.
Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
4.1. Students will demonstrate proficiency with technological devices and applications in academic and professional settings.
4.2. Students will analyze the impact of emerging technologies on modern society.
Institutional Learning Goal 10.
Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
10.1. Students will identify resources needed and develop appropriate search strategies.
10.2. Students will recognize factors that affect credibility, quality, and relevance of information.
10.3. Students will use information in order to communicate it to the appropriate audience.
10.4. Students will use information ethically regarding privacy, security, and ownership with a focus on how on preventing plagiarism.
Institutional Learning Goal 11.
Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.
11.1. Students will distinguish among opinions, facts, values, and inferences.
11.2. Students will identify and evaluate diverse perspectives and underlying considerations.
11.3. Students will make informed judgments by focusing on relevant logical and empirical issues.
11.4. Students will assess and solve problems by applying general and discipline-appropriate methods and standards.

Unit I The Theatrical Production Process

Learning Objectives
The student will be able to…
- Describe the sequential steps in the creation of a theatrical production from initial concept to strike. (CG1)
- Explain the required job responsibilities of entertainment technology professionals, particularly lighting technicians, sound technicians, technical managers, and representatives for equipment rental houses. (CG1, CG3)
- Describe the roles and responsibilities of the professionals involved in a production, including producers, actors, directors, writers, designers, crew, management, and front of house staff. (CG1, CG3)
- Identify the "chain of command" common in theatrical productions. (CG1)

Unit II The Digital Music Production Process
The student will be able to…
- Describe the sequential steps in the creation of a digital music production, from initial concept to final media. (CG2, CG3)

- Explain the required job responsibilities of music technology professionals, particularly DAW operators, mix engineer, technical managers, producer, music arranger, master mix engineer, etc. (CG2, CG3)
- Describe the role and responsibilities of the professionals involved in music production, including producers, talent, composer, mix engineer, DAW operator, recording engineer, management, and front of house staff. (CG2, CG3)
- Identify the "chain of command" common in music production. (CG2)

Unit III: The Physics of Sound and Hearing
The student will be able to:
- Explain in his/her own words the following terms: sound waves, cycle, reverberation, amplitude, frequency, wavelength, the sine wave, resonance, sound spectra, phase and interference, and other elated terms. (CG7)
- Explain and analyze the relationship between the fundamental frequency, harmonics, waveform, and phase and how it relates to the musical note and what we hear. (CG7)
- Describe the physical structure of the ear including attributes of the ear, such as frequency response, loudness compensation, the time line of hearing, perception of intensity and direction. (CG7)
- Explain the concepts of the missing fundamental, frequency loudness warp, the precedence effect. Analyze the impact on what one hears given these characteristics. (CG7)

Unit IV: Microphones
The student will be able to:
- Identify the different design types of microphone and describe the major characteristics of each type including their structure. (CG7, CG8)
- Identify and describe the basic directional patterns of microphones and choose which type is best for different types of music, room acoustics and applications. (CG7, CG8)
- Interpret pickup pattern variations by frequency using various charts and graphs published by the manufacturer. (CG7, CG8)
- Write clear instructions on the effective use of microphones for talent. (CG7, CG8)
- Describe the differences between balanced and unbalances microphone circuits and choose the proper type for various applications. (CG7, CG8)
- Identify and describe all issues of microphone impedance, sensitivity and distortion. Choose the appropriate microphone for a given application and level match it to the correct input. ((CG7, CG8)
- Write a one-page paper of wireless microphones, their types, uses and applications. (CG7, CG8)

Unit V: Using the Software and Hardware to Create the Sound Track or Recording
The student will be able to:
- Write an essay on the overview of digital editing. (CG2, CG5, CG8)
- Identify the various digital audio formats and explain the pro and cons of each format. (CG2, CG5, CG8)
- Choose the correct quality digital audio file format for the target media. (CG2, CG5, CG8)
- Use digital editing software to create cues, soundtracks and recordings. (CG2, CG5, CG8)
- Record to hard drives, Digital Audio Workstations, DVD, CD, mini disc, IPod and other digital recording devices. (CG2, CG5, CG8)
- Used various industry standard digital editing suites such as ProTools, Adobe Audition and SFX. (CG2, CG5, CG8)

Unit VI: An Introduction to Stage Lighting
The student will be able to:
- Define and explain the fundamentals of light including wavelength, photons, speed of light, visible spectrum, etc. (CG6)
- Define and explain in his/her own words common terms in the stage lighting business such as; dimmer, control board, cable, instruments, color media, etc. (CG9))
- Explain the relationship between light and perception and its impact on lighting design (CG6, CG9)
- Define, explain and analyze the design characteristics of light. (CG6)
- Define the term lighting design and list and explain the functions of stage lighting. (CG9)
- Explain the definition of the lighting production team. (CG1,CG3)
- Use off line lighting control software to create simple cues and a patch. (CG5, CG8)
- Describe the organization and responsibilities of the members of the lighting production. (CG1, CG3)
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Unit VII: The Live Production Industry

The student will be able to:

- Examine common technical requirements in venues where entertainment technology jobs are available, including live theatre, concerts, film and television productions, trade show exhibition, clubs, casinos, theme parks, and the associated equipment rental and support businesses. (CG2,CG4)
- Compare and contrast the technical production challenges common in each venue. (CG1, CG3)

Unit VIII: Entertainment Technology Jobs

The student will be able to:

- Discuss the skills, strengths, and experience needed to have a career in the entertainment technology industry. (CG3,CG4)
- Judge the pros and cons of working in various industry venues. (CG3, CG4)

Evaluation of Student Learning.

Achievement of the course objectives will be evaluated through the use of the following tools:

- Informal writing in course journals, documenting the student's reactions to course content, reflections on the various lectures, projects, and field trips, and thoughts on their own developing career interests.
- Active participation in class field trips to various venues, including preparation of questions beforehand to ensure a lively discussion with professionals on-site.
- A test assessing students' comprehension of basic theatre terminology, music technology and practices.
- A group project to demonstrate the students' ability to research setting up a small home recording studio or design a small sound system for a theatrical production.
- A series of laboratories using various types of production software used for audio production and lighting control.
- Final essay illustrating opportunities in the entertainment technology industry and assessing his/her current career preferences.

Project Values/Grade Breakdown (possible 100 points)

The final grade is based on the following possible point values:	Your points here
Mid Term Exam	15
Entertainment Technology in Action Essays (2)	10
Laboratory Assignments	30
Group Project	30
Career Goals Essay	5
Course Journals, Essays	10
Total	100

Important Health and Safety Information

As an entertainment technology student you are involved in an industry that is dependent upon good hearing. Please protect yours! Tests have indicated that if you are rehearsing, recording, performing, listening to recorded music (especially through portable equipment) and/or attending gigs, concerts and nightclubs, it is very likely that you are experiencing daily sound levels well above those recommended for good aural health.

Damage to your hearing is not reversible. Avoid noisy environments as much as possible. Wear earplugs for your protection. Disposable earplugs are readily available, or you can see an audiologist to have specialized hearing protection devices designed specifically for you.

Students with Disabilities

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services. Mrs. Stinson's office is LB217, and she can be reached at (609) 570-3525.

Academic Integrity

As per the student handbook, "A student will be guilty of violating academic integrity if he/she (a) knowingly represents the work of others as his/her own, (b) uses or obtains unauthorized assistance in the execution of academic work, or (c) gives fraudulent assistance to another student." Students should read the Academic Integrity policy in the MCCC Rights and Responsibilities Student Handbook. *Academic Dishonesty will result in failure of this course.*