



Course Title: **Logic Pro: The Next Step from GarageBand**

Days/Times of Online/Zoom Meetings: Online - This course is asynchronous

Asynchronous Courses: Asynchronous courses are designed for music educators whose time zones or teaching schedules do not allow them to attend classes synchronously. Through the use of pre-recorded lectures, independent research and writing projects, online discussion forums, watching online videos, and taking quizzes, the workload expectations are equivalent to the rigor that would normally be offered in an on-site, 15-week semester class.

Number of Credits for the course: 3 graduate credits

Course Authors and Facilitator: Vince Leonard

This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.

Course Description:

The course is for GarageBand users who are ready to take their digital recording skills to the next level and also anyone wanting to learn Logic Pro on a Mac computer. The expanded tool set offered in Logic Pro offers more power and flexibility for recording, editing and mixing. You will create tracks with acoustic and virtual software instruments including Logic's Drum Kit and Drum Machine Designers. You will learn to edit the timing and pitch of tracks using Flex Time and Flex Pitch, then apply effects to your tracks to create a finished mix.

Student Learning Outcomes Outcomes Assessments

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| 1. Students will be able to Import files from GarageBand into Logic Pro | 1. Workshop requiring students to open GarageBand files into Logic. |
| 2. Students will be able to record and edit MIDI and audio data. | 2. Student project in Logic: recording and mixing a song. |
| 3. Students will be able to create and edit drum tracks using Logic's Drum Kit and Drum Machine Designers | 3. Student project: add and edit drum tracks to an existing song. |
| 4. Students will be able to import and edit loops | 4. Student project: create a song using loops |
| 5. Students will be able to use built-in software instruments | 5. Student project: add tracks to existing or new song using software instruments. |
| 6. Students will be able to mix using Logic Pro's built-in EFX. | 6. Final course project to include mixing in Logic Pro. |

Program-Level Outcomes Addressed:

Students will demonstrate the ability to:

1. Apply Logic Pro skills in specific teaching applications.
2. Create audio files for rehearsal and/or performance.
3. Use Logic Pro as a tool to create audio files as a teaching and learning tool.
4. Demonstrate to students the tools and techniques used in pop music production.

Course Requirements and Assessment

- Students will answer discussion questions relating to their experiences and observations regarding the use of DAW applications in the music curriculum. .
- Students will complete weekly workshop assignments demonstrating an awareness of the tasks and features of Logic Pro.
- Students will create a complete track that demonstrates their knowledge of the tools available in Logic Pro.

Chat Session

- TBD by participants when the course begins. One hour session offered each week.

Prerequisites

- Familiarity with Apple GarageBand on a Mac computer or other DAW (Digital Audio Workstation) software.

Required Textbook

- Logic Pro - Apple Pro Training Series: Professional Music Production 1st Edition
by David Nahmani
ISBN-10 : 013790410X
ISBN-13 : 978-0137904105
<https://www.amazon.com/Logic-Pro-Training-Professional-Production/dp/013790410X/>

Software Requirements

- Logic Pro 10.7 or higher (Logic Express is not supported in this course)

Hardware Requirements

- Macintosh computer with at least 40 GB storage space to install all optional Logic content (large content packages can be installed on a separate disk)
- MIDI keyboard
- External, or computer internal microphone

Optional Hardware

- XLR microphone
- Audio interface with at least one mic input and stereo output

Course Bibliography: (Required)

- Logic Pro - Apple Pro Training Series: Professional Music Production 1st Edition
by David Nahmani ● Audio Mastering Essential Practices by Jonathan Wyner
ISBN: 0-87639-094-7

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Course Calendar/Schedule:

Lesson/Week 1: Logic Pro Overview & Loops Part 1

- Comparison of Logic vs. GarageBand
- Import GarageBand File into Logic Pro
- Creating a Logic Pro Project
- Perform in Real Time with Live Loops
- Assignment 1: Import GarageBand file and apply live loops

Lesson/Week 2: Building a Project using Loops Part 2

- Exploring the Interface
- Navigating and Building the Project
- Editing Regions in the Workspace
- Mixing the Song
- Mixing Down to a Stereo File
- Key Commands
- Assignment 2: Create a Song Using Samples from the Apple Loops Library

Lesson/Week 3: Producing a Virtual Drum Track

- Create a Drummer Track
- Arranging the Drum Track
- Customizing the Drum Kit
- Working with an Electronic Drummer
- Key Commands
- Assignment 3: Create a Drum Track for a Song

Lesson/Week 4: Using Effect and Instrument Plug-ins

- Inserting Plug-ins
- Loading and Editing Patches
- Setting Up Parallel Processing
- Moving and Copying Plug-ins
- Saving User Patches and Plug-in Settings
- Key Commands
- Assignment 4: Create a New Project using Loops and adding Effects and Plug-ins

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Lesson/Week 5: Recording Audio and MIDI

- Setting Up Digital Audio Recording
- Recording Audio
- Recording Additional Takes
- Punching In and Out
- Deleting Unused Audio Files
- Recording MIDI
- Correcting the Timing of a MIDI Recording
- Recording Over a MIDI Region
- Recording Into Live Loop Cells
- Recording Without a Metronome
- Key Commands
- Assignment 5: Create a New Song that includes MIDI tracks (audio optional)

Lesson/Week 6: Sampling Audio

- Sampling Single Notes
- Sampling and Slicing Drums
- Transposing a Sample While Keeping It Synced to the Project Tempo
- Chopping Loops in a Take Folder
- Creating Vocal Chops
- Key Commands
- Assignment 6: Create a Song with Sampled Instruments or Voices

Lesson/Week 7: Performing with MIDI Controllers and Logic Remote

- Assigning Hardware Controllers
- Mapping Smart Controls to Plug-ins
- Controlling Logic from an iPad Using Logic Remote
- Performing Live DJ Effects with Remix FX
- Key Commands
- Assignment 7: Using Your Week 6 Assignment: Assign MIDI Controllers

Lesson/Week 8: Creating Content

- Step Sequencing
- Programming MIDI in the Piano Roll
- Editing Audio Regions and Adding Fades
- Key Commands
- Assignment 8: Create a Song using Techniques presented in this week's lesson

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Lesson/Week 9: Integrating Your Workflow

- Importing Audio into Drum Machine Designer
- Populating Scenes in the Live Loops Grid
- Copying or Recording Scenes in the Tracks View
- Key Commands
- Assignment 9: Create a Live Loops Project with a Custom Drum Kit & Apple Loops

Lesson/Week 10: Editing Pitch and Time

- Setting a Project Tempo by Detecting the Tempo of a Recording
- Matching an Audio File to the Project Key and Tempo
- Creating Tempo Changes and Tempo Curves
- Making One Track Follow the Groove of Another Track
- Changing the Playback Pitch and Speed with Varispeed
- Editing the Timing of an Audio Region
- Tuning Vocal Recordings
- Key Commands
- Assignment 10: Final Project Part 1

Lesson/Week 11: Mixing

- Organizing Windows and Tracks
- Adjusting Volume, Pan, EQ, and Reverb
- Processing Lead Vocals
- Automating Mixer Parameters
- Quick Mastering
- Exporting the Mix to a Stereo Audio File
- Using a Few Tips and Tricks
- Key Commands
- Assignment 11: Final Project Part 2

Lesson/Week 12: Mixing in Dolby Atmos

- Preparing for Dolby Atmos Mixing
- Panning Tracks in the Surround Field
- Using Surround Audio Effect Plug-ins
- Exporting Dolby Atmos Master File
- Key Commands
- Assignment 12: Create an Atmos Mix of your Final Project

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Grading

The following grading policy will be in effect for this online course:

- An assignment handed in a week late will be automatically docked one letter grade. (For example, from an A down to a B.)
- An assignment handed in more than one week late will not receive credit. If you are experiencing extenuating circumstances, please send me a message and we can discuss options at that time.
- Assignments handed in more than one week after the last week of class will not receive credit. (Exceptions to this rule may be granted in the case of illness or a death in the family.)
- You may have one “do-over” per assignment and it must be submitted within one week of the time that I posted the grade for that assignment. If your do-over reflects a better understanding of the lesson, I will re-grade the assignment. Again, you must turn in your revised assignment within a week of receiving the grade for your original assignment or it will not be eligible for a re-grade. Assignments that are handed in more than two weeks late to begin with are not eligible to be resubmitted.

The key to success is regular study time and staying in communication with me if you have any problems or questions.

Grades will be based on:

- Weekly Assignments: 50%
- Participation in class discussion/workshop posts: 50%
- (Weekly Class Chats are optional)

Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 & below

GRADUATE SYLLABUS Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty

Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include:

- Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation. ● Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.

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Plagiarism

Plagiarism means taking someone else's words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.

Disability Statement

If a student has a disability which might interfere with that student's ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.

