

## Term Information

Effective Term Autumn 2025

## General Information

Course Bulletin Listing/Subject Area Music  
Fiscal Unit/Academic Org School Of Music - D0262  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2233  
Course Title the Art and Skills of Being a DJ  
Transcript Abbreviation Art Skills of DJ  
Course Description This course will teach DJing fundamentals using turntables. It will focus on music theory, understanding the equipment and beginning scratching and blending techniques using the standard equipment. Students will also learn fundamental DJing skills and the foundation of DJing as the genesis of Hip Hop culture.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites none  
Exclusions none  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 50.0901  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Label the parts of a turntable, mixer, vinyl/Serato control record and assorted pieces of musical equipment associated with DJing.
- Identify a musical selection, create a playlist; understand music from a historical context.
- Explain the concept of counting beats and bars and explain how these create song structure.
- Describe the concept of "reading the crowd" as a DJ.
- Perform a baby scratch, tear scratch and chirp scratch and be able to blend music at a basic level.
- Demonstrate essential DJ skills needed in Beat Matching/Blending (phrasing, gain control, EQing, effects, and performance).
- Explain the concept of DJing as an element of Hip Hop culture
- Articulate the history, artistic, and socio-cultural significance of DJing within the Hip Hop tradition.
- Apply and synthesize feedback into future productions of mixing and scratching.

### Content Topic List

- Show Me What You Got Analyses
- Practice Makes Perfect
- Mid-term Demonstration
- Final Presentation

### Sought Concurrence

No

## Attachments

- Music 2233 The Art of DJing (Turntable) syllabus 11 15 24.docx: proposed syllabus  
*(Syllabus. Owner: Banks,Eva-Marie)*
- Curriculum map for Bachelor of Science in Music Creative Practice track 11 15 24.xlsx: curriculum map  
*(Other Supporting Documentation. Owner: Banks,Eva-Marie)*
- revised Music minor curriculum map with Creative Practice electives 11 15 24.xls: curriculum map  
*(Other Supporting Documentation. Owner: Banks,Eva-Marie)*

## Comments

- Course description changed via email w/ department in response to subcommittee feedback. RLS *(by Steele,Rachel Lea on 01/02/2025 10:18 AM)*

**COURSE REQUEST**  
2233 - Status: PENDING

Last Updated: Steele,Rachel Lea  
01/02/2025

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Banks,Eva-Marie	11/15/2024 09:32 AM	Submitted for Approval
Approved	COSTA-GIOMI,EUGENIA	11/16/2024 03:50 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/20/2024 02:03 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/20/2024 02:03 PM	ASCCAO Approval

Proposed Syllabus  
Autumn Semester 2025  
New course:

## **The Art & Skills of Being a DJ**

Music 2233

### **Course Information:**

**Course Times & Location:** TBA

**Credit Hours:** 3

**Mode of Delivery:** In-person

**Format of Instruction:** Lecture/Lab

**Contact Hours:** 3 hours per week

### **Instructor:**

- **Name:** Jason Rawls, EdD
- **Email:** Rawls.5@osu.edu
- **Office:** N466 Timashev Family Music Building
- **Office hours:** Mondays 1-4pm
- **Preferred means of communication:** Email

### **Course Prerequisites:**

None

### **Degree Program Elective:**

This course will serve as an elective in the Bachelor of Science in Music, Creative Practice track and in the Music, Media, and Enterprise minor.

### **Course Description:**

This course will teach DJing fundamentals using turntables. It will focus on music theory, understanding the equipment and beginning scratching and blending techniques using the standard equipment, the Technics MK1200 Turntables. Students will also learn fundamental DJing skills and learn the foundation of DJing as the genesis of Hip Hop culture. The class will be set up in a studio format so that as they are learning concepts, students may apply techniques taught in class.

Note: As with any 3-credit hour course, suggested practice time outside of class is up to 6 hours per week.

Conceptual material includes:

- Understanding the various DJ Equipment
- What ya Gwon Play, Selecta? – Understanding the musical selection as a DJ

- Song Structure for DJs
- How can I read the crowd?
- Do ya like Scratching – learning how to scratch
- Beat matching and Blending
- Mixer Basics – Up Fader vs. Cross Fader
- Cables, Inputs, Outputs – Oh My!
- Digging in the Crates
- Vinyl vs. Serato

**Learning Outcomes:**

*Upon successful completion of this course, students will be able to:*

- Label the parts of a turntable, mixer, vinyl/Serato control record and assorted pieces of musical equipment associated with DJing
- Identify a musical selection, create a playlist; understand music from a historical context
- Explain the concept of counting beats and bars and explain how these create song structure
- Describe the concept of “reading the crowd” as a DJ
- Perform a baby scratch, tear scratch and chirp scratch and be able to blend music at a basic level
- Demonstrate essential DJ skills needed in Beat Matching/Blending (phrasing, gain control, EQing, effects, and performance)
- Explain the concept of DJing as an element of Hip Hop culture
- Articulate the history, artistic, and socio-cultural significance of DJing within the Hip Hop tradition.
- Apply and synthesize feedback into future productions of mixing and scratching.

**Required Texts:**

- DJ Hapa. (2021). First 50 dj techniques you should know. Hal Leonard: New York.

\*Texts can be purchased at the OSU Barnes & Noble

**Grading: 500 Points TOTAL for the Class**

200 points	Show Me What You Got (8 @ 25 pts each)
100 points	Practice Makes Perfect – Check In (4 @ 25 pts each)
100 points	Midterm DJ Demonstration

100 points

Final Beat Creation/Sample Paper Presentation

### **Descriptions of Major Course Assignments:**

#### **Show Me What You Got Analyses (8)**

Students will demonstrate one of the new items learned within the past two classes.

1. Counting Beats and Bars and tell the BPM of 2 songs
2. Setting up and Connecting DJ Equipment
3. Create a playlist of music from different genres
4. Perform a Baby scratch using timing and coordination
5. Perform a flare and chirp scratch
6. Using Vinyl or Serato, blend 2 songs and go to song 3 and 4
7. Demonstrate effects on your mixer
8. Display and explain your organized music files

#### **Practice Makes Perfect (Check In) (4)**

Students will lead a class demonstration with assigned groups based on assigned chapters from the text. All weekly reading assignments should be completed before the Monday class session each week. Students will lead the class discussion by creating a power point, prezzi or some other form enabling a presentation. The student will present the chapter and create an activity for the class to respond to or engage.

Analysis and assignments will be drawn from Hapa (2021).

#### **Midterm DJ Demonstration**

Students will demonstrate their mastery of DJ etiquette. They will set up an entire DJ turntable rig and then perform three scratching skills. Skill Demonstration: requisite skills to include the baby, stab, and flare scratches that are essential to the skills of a beginning DJ. Students will provide peer feedback to each other by musical analysis and question and answer sessions. Grading will be based 50% of peer feedback and 50% teacher analysis of the students detailed analysis, sequencing and style.

#### **Final Presentation**

Students will demonstrate their understanding of song structure and the up and cross fader by performing for the class. Requisite skills demonstration to include:

1. Creating and arranging mixes, blends, mashups using vinyl or Serato.
2. In this mix, student's will demonstrate their skill at performing the baby scratch, flare and chirp scratch.
3. Students will perform a mix set list and live mix for the class.

## **ATTENDANCE POLICY**

Attendance is required and expected. I will register attendance on Carmen Canvas at the beginning of class and note late arrivals. All absences or late arrivals must be cleared with the instructor in advance or, in the case of a medical emergency, be accounted for in writing after the fact. Absences and lateness will be assessed on a percentage basis. Thus, three unexcused absences will amount to a 10% reduction in your attendance grade. An unexcused late arrival will count as 80% of attendance on a given day.

### **Late Assignments**

*Assignments are accepted up to 2 weeks after the due date; however, assignments turned in after due date will be **deducted 20 percentage points per week**. After assignments are late 2 weeks (14 days), they may no longer be turned in.*

### **OSU Grade Scheme:**

93 - 100 (A)  
90 - 92.9 (A-)  
87 - 89.9 (B+)  
83 - 86.9 (B)  
80 - 82.9 (B-)  
77 - 79.9 (C+)  
73 - 76.9 (C)  
70 - 72.9 (C-)  
67 - 69.9 (D+)  
60 - 66.9 (D)  
Below 60 (E)

### **Course Policies and Resources:**

#### **Academic Misconduct**

- It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

## **Disability Services**

- The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.
- If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## **Mental Health**

- *As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus*



*via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:6142925766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:6142925766) and 24 hour emergency help is also available 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline.***

## **Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

## **Diversity**

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbsc.osu.edu>)

## Religious Accommodations

- Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.
- With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.
- A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.
- If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

# Course Schedule

- Refer to the Carmen Canvas course for up-to-date due dates.

## **Week 1**

- Syllabus and Course Overview
- Introduction to the class format, and History of the Hip Hop DJ

## **Week 2**

- Basic Music theory (Hapa – Chapters 1, 2)
- Counting bars, beats and understanding song structure
- BPM (Beats per minute)

## **Week 3**

- Learning the tools of the DJ (Equipment, turntable, Mixer, Headphones etc) (Hapa – Chapters 4, 5, 6)
- Mixer – up fader, cross fader
- Cables, Input, Outputs and EQ
- *Show Me What You Got Check In #1*

## **Week 4**

- Using Vinyl to DJ
- Learning about vinyl – Digging in the Crates
- *Show Me What You Got Check In #2*

## **Week 5**

- Musical selections, creating a playlist and gathering records
- Understanding different genres of music (house, techno, rock, etc.)
- *Show Me What You Got Check In #3*

## **Week 6**

- Handling the turntable (Hapa – Chapter 48)
- Learning to scratch – Baby scratch
- Timing and coordination

## **Week 7**

- Free week – work on Midterm DJ Demonstration and baby scratch
- *Show Me What You Got Check In #4*

## **Week 8**

- *Midterm DJ Demonstration*

## **Week 9**

- More Scratching
- Flare, Chirp

## **Week 10**

- Beat Matching & Blending (Hapa – Chapters 24-26)

- Understanding cues
- Tempo and pitch slider
- *Show Me What You Got Check In #5*

### **Week 11**

- DJing for a crowd
- Gauging crowd reaction
- Song selection

### **Week 12**

- Vinyl vs. Serato - Choosing software
- Reading the waveform
- Editing grids
- *Show Me What You Got Check In #6*

### **Week 13**

- Serato - Using Effects on the mixer (Hapa – Chapters 36-38)
- Absolute vs vinyl mode
- Stems
- *Show Me What You Got Check In #7*

### **Week 14**

- Serato – using keyboard shortcuts (Hapa – Chapters 39-42)
- File organization & playlists
- *Show Me What You Got Check In #8*

### **Week 15**

- *Final Project*

\*\*\*Course calendar can change at any time, the schedule above is meant to be a guideline of the semester. Course instructor will inform students of any changes via the Carmen platform.

Core Courses All Tracks	M1	M2	M3	M4	M5	M6
<b>Major Instrument</b>						
2201.xx	beginning	beginning		beginning	beginning	beginning
3401.xx	intermediate	intermediate		intermediate	beginning	intermediate
<b>Aural Training</b>						
2224	beginning	beginning				
2225	beginning	beginning				
3424	intermediate	intermediate				
<b>Music History</b>						
2240	beginning		beginning	intermediate	intermediate	
2241	beginning		beginning	intermediate	intermediate	
2242	beginning		beginning	intermediate	intermediate	
2251	beginning		beginning	beginning	beginning	
3351	beginning		beginning	intermediate	intermediate	
<b>Keyboard Skills</b>						
2261.01		beginning	beginning			beginning
2262.01		beginning	beginning			beginning
2264.01		intermediate	intermediate			intermediate
<b>Ensembles</b>						
2203.xx	intermediate	advanced		intermediate		intermediate
2204.xx	intermediate	advanced		intermediate		intermediate
2205.xx	intermediate	advanced		intermediate		intermediate
2206.xx	intermediate	advanced		intermediate		intermediate
2208.xx	intermediate	advanced		intermediate		intermediate
2215.xx	intermediate	advanced		intermediate		intermediate
3312	intermediate	advanced		intermediate		intermediate
Core Courses All Tracks	M1	M2	M3	M4	M5	M6
<b>Music Theory</b>						
2221	beginning	beginning	beginning			
2222	beginning	beginning	beginning			
3421	intermediate	intermediate	intermediate			
<b>Senior Project</b>						
4679.06	advanced	advanced	advanced	advanced	advanced	advanced
<b>Music Electives</b>						
2000+	intermediate	intermediate	intermediate	intermediate		intermediate
<b>Music Technology</b>						
5636.01			advanced			
5636.02			advanced			
<b>Acoustics</b>						
SHS 3340						
<b>Data Analysis</b>						
Statistics						
<b>Computer Science Track</b>	CS1	CS2	CS3	CS4		
CSE 2221	beginning	beginning	beginning	beginning		
CSE 2222	beginning	beginning	beginning	beginning		
CSE 2321	beginning	beginning	beginning	beginning		
CSE 2421	beginning	beginning	intermediate	intermediate		
CSE 3902	intermediate	intermediate	intermediate	intermediate		
CSE 3541	intermediate	intermediate	intermediate	intermediate		
CSE 5236	advanced	advanced	advanced	advanced		
CSE 5539	advanced	advanced	advanced	advanced		



<u>Creative Practice (CP)</u>						
1. Develops a basic understanding of cultural, economic, and media theories as they pertain to music.						
2. Develops an understanding of historical and contemporary practices and patterns in the music and entertainment industr						
3. Develops a capacity for critical analysis of opportunities that arise from the intersections of music, technology, soc						
4. Develops a basic understanding of entrepreneurship.						
<u>Sonic Arts (SA)</u>						
1. Develops a basic understanding of entrepreneurship.						
2. Gains an understanding of music synthesis and its application to composition and performance.						
3. Develops a basic understanding in audio recording technologies and in audio recording concepts.						
4. Develops a basic understanding of multimedia technologies.						







