

Chancellor's Office - Appendix 3

- Course Content



Course Content

- A listing of all topics to be taught in the course by all instructors
 - In outline form, with sub-headings that contribute to main topics
 - Detailed enough that any faculty meeting minimum qualifications to teach the subject area could teach this course and meet course objectives
 - Content is aligned with course objectives
 - Supports requisite entry skills
 - Lab content is usually separate from “lecture” content in lec/lab combinations
 - Instructors have some flexibility in how much time they spend on each item, but they **MUST** cover them all
 - If time permits, instructors **MAY** cover additional material (but not at the expense of the content listed in the COR)

Content is Aligned With Objectives

- A reviewer should be able to find a match between an objective and the content that supports that objective.



Example of Alignment

Objective	Content
<p>1. Distinguish and predict physical, cognitive, and socioemotional stages of children of different ages, including newborns and infants.</p>	<ul style="list-style-type: none">I. Infancy<ul style="list-style-type: none">A. Sensory and perceptual capacitiesB. Physical development<ul style="list-style-type: none">1) Patterns of growth2) Brain development3) Development of motor skillsC. Cognitive development<ul style="list-style-type: none">1) Piaget's Sensorimotor stage2) Early learning, concept formation, and memory3) Language developmentD. Socioemotional development<ul style="list-style-type: none">1) Attachment2) Emotions and temperament3) Erikson's stages

An example of Integration

Course Objectives <i>The student will be able to:</i>	Methods of Instruction	Methods of Evaluation	Assignments
<p>A. Distinguish representative examples of architecture, sculpture, painting, and other artistic media.</p> <p>B. Analyze the formal elements of works of art and architecture.</p> <p>C. Relate stylistic trends to specific dates, periods, cultures, and artists.</p> <p>D. Critique the use of media, materials, and techniques applied in artistic production.</p> <p>E. Apply relevant art historical vocabulary and methodologies to analyze representative examples of artistic media.</p> <p>F. Explain how works of art and architecture relate to the social, religious, political, and economic contexts in which they were produced.</p>	<p>A. Slide lectures</p> <p>B. Large and small group discussion</p> <p>C. Documentary films and movie clips on art and artists</p> <p>D. Art museum and gallery visits will be <i>required</i>.</p>	<p>A. Measure understanding of textbook concepts and class lectures with performance on objective and essay exams.</p> <p>B. Written essays and/or research projects to be graded on the student's ability to describe style, iconography, context, and meaning of works of art and architecture.</p> <p>C. Assess level of research skills, comprehension of subject matter and use of art historical methodology through evaluation of research paper.</p>	<p>A. Read assigned textbook chapters (approx. 40-50 pages per week).</p> <p>B. Museum and gallery visits will be the basis of written exercises in which students discuss and analyze works of art.</p> <p>C. Written assignments may include short analysis papers, response papers, reviews of films or exhibitions and abstracts of assigned articles.</p> <p>D. Reading from supplemental art history reader and/or scholarly journals will be assigned.</p> <p>E. Students will complete a research paper based on a work or works of art viewed at a local museum.</p>