

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## ART C101 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ART C101
2. **COURSE TITLE:** Introduction to Art
3. **SHORT BANWEB TITLE:** Introduction to Art
4. **COURSE AUTHOR:** Sandvik, Loren
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 70 = Fall; 30 = Spring; 50 = Summer
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 50 = Summer, 2014
10. **C-ID:** N/A
11. **CATALOG COURSE DESCRIPTION:** This course provides a general introduction to art that offers a look at works of art through the study of theory, terminology, themes, design principles, media, techniques, with an introduction to the visual arts across time and diverse cultures. In addition, the student is given studio art experiences dealing with various studio media in order to reinforce the concepts presented.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** A = Audit; P = Pass/No Pass

### 13. **TOTAL UNITS:** 3

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	1.5	27
Lab	1.5	81
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** Yes

**Fee:**  
10.00

#### **Justification:**

This fee pays for art materials that will result in art projects that students will take home with them. Typical materials include: paper, \$1.00; pencil, \$0.42; eraser, \$0.56; rebar tie wire, \$1.33; needle nose pliers, \$1.08; acrylic paints, \$2.26; paint brush, \$0.78; plastic sheeting, \$3.38; for a total of \$10.71.

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer; CSU Transfer

### 19. **STAND-ALONE:** No

## **20. PROGRAM APPLICABILITY**

**Required:**

**Restricted Elective:**

**Elective:** General Education ( )  
Liberal Arts: Arts & Humanities (AA Degree Program)  
Studio Arts for Transfer (AA Degree Program)

## **21. GENERAL EDUCATION APPLICABILITY**

**Local:** CC GE Area III: Humanities = Arts;  
CC GE Area VI: Diversity = Diversity;

**IGETC:** IGETC Area 3: Arts and Humanities = 3A: Arts;

**CSU:** CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages = C1 - Arts, Dance, Music, Theater;  
CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages = C2 - Humanities;

**UC Transfer Course:**

**CSU Transfer Course:**

## **22. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Evaluate and critique works of art and architecture based on formal elements and principles of design and employing appropriate art historical terminology
2. Analyze, evaluate, and distinguish materials and techniques used for creating art and architecture
3. Differentiate historical perspectives and critical templates used to explain and contextualize works of art.
4. Identify, analyze, and discuss the functions of art and architecture and the roles of artists in diverse cultures
5. Create individual focused art projects demonstrating awareness of various art media.

## **23. REQUISITES**

### **24. DETAILED TOPICAL OUTLINE:**

Lecture:

1. Defining Art
  - a. Artists' View/Roles
    - i. Communicate new visions and perspectives
    - ii. Create visual records
    - iii. Imbue objects with beauty and meaning
    - iv. Give form to immaterial ideas and concepts
2. Creative Processes
  - a. Critical thinking
  - b. Creativity through studio processes
  - c. Cultural comment and interpretation
  - d. Dialog within the arts
3. The Seeing Process
  - a. Physics of vision
  - b. Symbolic network

- c. Rendering versus expression
  - d. Visual literacy
- 4. Thematical Aspects
  - a. Politics
  - b. Spiritual beliefs
  - c. Passage of time
  - d. Gender/identity
  - e. Scientific and environmental
- 5. Visual Elements of Art
  - a. Line
  - b. Space
  - c. Light and color
  - d. Texture/Visual Texture
  - e. Pattern
  - f. Time and motion
- 6. Principles of Design
  - a. Balance
  - b. Emphasis and focal point
  - c. Scale and proportion
  - d. Repetition and rhythm
  - e. Unity and variety
- 7. Media and techniques
  - a. Drawing
  - b. Painting
  - c. Photography
  - d. Sculpture
  - e. Design
  - f. Architecture
- 8. Methodologies of Art History and Art Criticism
  - a. Iconography
  - b. Social Issues
  - c. Sex, race and gender
  - d. Psychoanalytical
  - e. Formal analysis
  - f. Connoisseurship, biographical, and autobiographical
- 9. Overview of Art History from a Global Perspective

- a. The Ancient world
- b. The Age of Faith
- c. The Renaissance through the Baroque
- d. The Eighteenth and Nineteenth Centuries
- e. The Twentieth Century
- f. Contemporary Art

Lab:

1. Produce independent projects that demonstrate the use of various media and media based techniques
  - a. Drawing
  - b. Color theory
  - c. Painting
  - d. Sculpture
  - e. Design
2. Complete hands on projects which employ basic visual elements of art
  - a. Line
  - b. Space
  - c. Light/color
  - d. Texture
  - e. Pattern
  - f. Time
3. Explore materials and apply media based solutions in order to examine global and historical art perspectives, through the reworking of historical images, objects or movements
  - a. Work with a medium compatible to the examined object
  - b. Manipulate the medium in a manner consistent with expressive intent of the object
  - c. Examine and understand the cultural context of the work examined
4. Engage in a critique process that examines contemporary cultural artifacts or student projects
  - a. Application of vocabulary
  - b. Speaks to a historical context
  - c. Employs cultural references
  - d. Involves group input
5. Participate in a field trip to an art gallery, museum, architectural/archaeological site (virtual or actual), or explore contemporary cultural artistic products through film or photographic collections.
  - a. Provide a formal written analysis or prompted response to the artifacts examined

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Audiovisual;
2. Demonstration;
3. Discussion;
4. Field trip;
5. Group Work;
6. Guest Lecturers;
7. In-class writing;
8. Instruction through examination or quizzing;
9. Laboratory;
10. Lecture;
11. Library;
12. Outside reading;
13. Peer analysis, critique & feedback;
14. Presentations (by students);
15. Problem Solving;
16. Project-based learning;
17. Skills Development and Performance;
18. Written work;

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

Journal entries including research, writing, and introspective analysis. Library research, written essays, museum and gallery visits, attendance at cultural events. Example: Students are required to visit a virtual gallery in order to perform research on a specific artist, art movement, or cultural phenomenon to more thoroughly understand the relevant contribution to the field of art.

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

Written assignments, which may include journal entries, quizzes, essays, vocabulary lists, exams, or reports. Example: Students complete multiple choice quizzes to assess knowledge of presented lecture or demonstration content.

Projects. Example: Students create a drawing that results in an accurate rendering of an extant image, using various methods to defeat "symbolic" perception. Methods could include: placing the original image upside down, revealing small portions of the original image, and analyzing specific angles or forms within the image.

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Sayre, H. M.. (2012) A World of Art, 7th ed. , Prentice Hall

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**Manuals**

**Periodicals**

**Software**

**Other**

**29. METHOD OF DELIVERY:** Online (purely online no face-to-face contact) ;iTV – Interactive video =

Face to face course with significant required activities in a distance modality ;Online with some required face-to-face meetings ("Hybrid");Face to face;

30. **MINIMUM QUALIFICATIONS:** Art (Masters Required);

31. **APPROVALS:**

**Origination Date** 02/07/2014

**Last Outline Revision** 08/28/2009

**Curriculum Committee Approval** 02/22/2014

**Board of Trustees** 06/12/2014

**State Approval** 07/22/2014

**UC Approval** 50 = Summer 2000 **UC Approval Status** Approved

**CSU Approval** 50 = Summer 2000 **CSU Approval Status** Approved

**IGETC Approval** 50 = Summer 2000 **IGETC Approval Status** Approved

**CSU GE Approval** 50 = Summer 2000 **CSU GE Approval Status** Approved

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### **Data Element Changes**

#### **Data Justification**

**Course Element Changes** Add/Update course content

**Course Change Justification** Cyclic review according to Title V.

**Course ID (CB00)** CCC000334069

**TOP Code (CB03)** 1001.00 - Fine Arts, General;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 3

**Course Units of Credit Minimum Low (CB07):** 3

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## ART C105 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ART C105
2. **COURSE TITLE:** Survey of Western Art from Prehistory through the Middle Ages
3. **SHORT BANWEB TITLE:** Survey of W. Art:Prehist-Middle
4. **COURSE AUTHOR:** Shultz, Susan
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 70 = Fall; 30 = Spring; 50 = Summer
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 70 = Fall, 2015
10. **C-ID:** ARTH 110
11. **CATALOG COURSE DESCRIPTION:** This course provides an overview of western art and architecture from prehistory through the Middle Ages.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** A = Audit; P = Pass/No Pass

### 13. **TOTAL UNITS:** 3

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	3	54
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** No

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer; Associate Degree Applicable (AA/AS); CSU Transfer

### 19. **STAND-ALONE:** No

### 20. PROGRAM APPLICABILITY

**Required:** Associate in Arts in Art History for Transfer Degree (AA-T Degree Program)

**Restricted Elective:**

**Elective:** Liberal Arts (AA Degree Program)

Liberal Arts: Arts & Humanities (AA Degree Program)

Studio Arts for Transfer (AA Degree Program)

### 21. GENERAL EDUCATION APPLICABILITY

**Local:** CC GE Area III: Humanities = Arts;

**IGETC:** IGETC Area 3: Arts and Humanities = 3A: Arts;

**CSU:** CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages = C1 - Arts, Dance, Music, Theater;

**UC Transfer Course:**

**CSU Transfer Course:**

**22. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Identify, examine, and assess representative works of art and architecture from prehistory through the Middle Ages employing appropriate art historical terminology.
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
3. Analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through the Middle Ages.

**23. REQUISITES**

**Advisory:**

ENGL C070

Content Review/Content Review + Statistics

**24. DETAILED TOPICAL OUTLINE:**

Lecture:

I. Introduction

- A. Basic components of Art History
- B. Art in Context
- C. What is art?
- D. Aesthetics
- E. Formal Elements of Art

II. Ancient Art

- A. Prehistoric Art
- B. Ancient Near East: Sumerian, Babylonian, Assyrian Art

III. Art of Ancient Egypt

- A. Old Kingdom
- B. New Kingdom
- C. Comparison and contrast of Near East and Egyptian Art

IV. Art of Ancient Greece

- A. Aegean Art
- B. Archaic
- C. Classical
- D. Hellenistic

V. Art of Ancient Rome

- A. Etruscan Art
- B. Republic
- C. Early and Late Empire



D. Comparison and contrast of Greek and Roman Art

VI. Art of the Middle Ages

A. Early Christianity

B. Byzantine Art

C. Romanesque

D. Gothic

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Audiovisual;

2. Discussion;

3. Lecture;

4. Written work;

5. Other Methods: A. classroom lecture and discussion of course concepts. B. textbook reading. C. slide identification.

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

1. Weekly reading assignments from the textbook;

2. Take-home exams: Students will write two to three 500-word essays that examine artworks of the teacher's choice.

Example 1: Identify, describe, and analyze The Snake Goddess, c. 1650 BCE in terms of gender, fertility, and animal symbolism.

Example 2: Compare and contrast the narrative and symbolic qualities of The Palette of King Narmer, c. 3150 BCE and The Book of the Dead of Hunefer, c. 1285 BCE.

Example 3: Compare and contrast Greek and Roman sculpture as a reflection of artistic and cultural values;

3. 1500-2000 research paper examining a work of art relating its historical, cultural, and compositional significance. For this project, students may visit a local museum.

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

Reading comprehension of class handouts, textbook, and lectures - Demonstrated through incorporation of MLA citation.

Essay exams - The exam may include several parts, including identification, analysis and interpretation of an assigned work of art; comparison of two or more works of art; and/or exploration of a particular historical topic relevant to the era or genre under question. Example: A. Please provide the vital statistics of The Pantheon and Hagia Sophia (artist, style, date, medium, current location); B. Compare the style, composition, and form of each edifice—both the exterior and interior—using terminology specific to architecture; C. Interpret the cultural significance of the works shown. How were these structures used? Were they political, religious, both? How do they illustrate the evolution of the Roman Empire?

Classroom discussions - Students discuss both visual and cultural components of a particular artistic style, relating them to larger social/historical trends. Example 1: Discuss ways ancient Near Eastern art visualized political or religious power by exploring Hammurabi's purpose in creating a law code. Example 2: How does the treatment of the human figure in Carolingian art differ from that of Greece and Rome? Please include an analysis of subject matter, drapery, space, line, etc.

Museum research paper and/or presentation - Students may visit a museum in their local areas to conduct research on a chosen work of art. Research then provides basis for final written paper using similar organizational format in essay exams (identify, analyze, interpret).

Image identification quizzes - Students must identify the artist, date, time period and style of

predetermined slides.

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Davies, Penelope J.E., et al.. (2010) Janson's History of Art: The Western Tradition: Vol. 1, (8th ed.), Pearson: latest edition available of this C-ID recommended, authoritative text

Kleiner, F. S.. (2013) Gardner's Art Through the Ages: A Global History (vol. 2), (13th ed.), Wadsworth

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**Manuals**

**Periodicals**

**Software**

**Other**

29. **METHOD OF DELIVERY:** Online with some required face-to-face meetings ("Hybrid"); Online (purely online no face-to-face contact) ;iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Face to face;

30. **MINIMUM QUALIFICATIONS:** Art (Masters Required); History (Masters Required);

31. **APPROVALS:**

**Origination Date** 09/13/2014

**Last Outline Revision** 06/13/2013

**Curriculum Committee Approval** 10/31/2014

**Board of Trustees** 12/18/2014

**State Approval** 04/03/2015

**UC Approval** 70 = Fall 1991 **UC Approval Status** Approved

**CSU Approval** 50 = Summer 1991 **CSU Approval Status** Approved

**IGETC Approval** 50 = Summer 2000 **IGETC Approval Status** Approved

**CSU GE Approval** 50 = Summer 2000 **CSU GE Approval Status** Approved

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**Data Element Changes**

**Data Justification**

**Course Element Changes** Title Change  
Other (Describe in Summary)

**Course Change Justification** The SLOs need to be revised in order to earn C-ID approval. The title is also being revised to increase enrollment in ART C106.

**Course ID (CB00)** CCC000561116

**TOP Code (CB03)** 1001.00 - Fine Arts, General;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 3

**Course Units of Credit Minimum Low (CB07):** 3

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## ART C106 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ART C106
2. **COURSE TITLE:** Survey of Western Art from Renaissance to Contemporary
3. **SHORT BANWEB TITLE:** W. Art: Renaissance-Contemporary
4. **COURSE AUTHOR:** Shultz, Susan
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 70 = Fall; 30 = Spring; 50 = Summer
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 70 = Fall, 2015
10. **C-ID:** ARTH 120
11. **CATALOG COURSE DESCRIPTION:** This course provides an overview of art and architecture from the Renaissance to the Contemporary period. (ART C105 is not a prerequisite for ART C106.)

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** P = Pass/No Pass; A = Audit

### 13. **TOTAL UNITS:** 3

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<b>Method</b>	<u>Min Units</u>	<u>Min Hours</u>
<b>Lecture</b>	3	54
<b>Lab</b>	0	0
<b>Activity</b>	0	0
<b>Open Entry/Open Exit</b>	0	0
<b>Volunteer Work Experience</b>	0	0
<b>Paid Work Experience</b>	0	0
<b>Non Standard</b>	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** No

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer; Associate Degree Applicable (AA/AS); CSU Transfer

### 19. **STAND-ALONE:** No

### 20. PROGRAM APPLICABILITY

**Required:** Associate in Arts in Art History for Transfer Degree (AA-T Degree Program)

**Restricted Elective:**

**Elective:** Liberal Arts (AA Degree Program)

Liberal Arts: Arts & Humanities (AA Degree Program)

Studio Arts for Transfer (AA Degree Program)

### 21. GENERAL EDUCATION APPLICABILITY

**Local:** CC GE Area III: Humanities = Arts;

**IGETC:** IGETC Area 3: Arts and Humanities = 3A: Arts;

**CSU:** CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages = C1 - Arts, Dance, Music, Theater;

**UC Transfer Course:**

**CSU Transfer Course:**

**22. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Identify, examine, and assess representative works of art and architecture from the Renaissance to the contemporary period employing appropriate art historical terminology.
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
3. Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the Renaissance to the contemporary period.

**23. REQUISITES**

**Advisory:**

ENGL C070

Content Review/Content Review + Statistics

**24. DETAILED TOPICAL OUTLINE:**

Lecture:

I. Introduction

- A. Basic components of Art History
- B. Art in Context
- C. What is art?
- D. Aesthetics
- E. Formal Elements of Art

II. Italian Renaissance: 13th-16th Century

- A. Early Italian Art: Proto Renaissance
- B. High Renaissance, 1495-1520
- C. Venetian Artists
- D. Late Renaissance and Mannerism
- E. Architecture

III. Northern Art: 15th -16th Century

- A. Renaissance outside of Italy
- B. International Gothic
- C. Art of the Netherlands
- D. Comparison and Contrast of the North and the South

IV. Art of the Baroque

- A. Italian Baroque: Painting, Sculpture, Architecture
- B. Northern Baroque: Genre Painting and Still-Life
- C. Comparison and Contrast of Baroque and Rococo styles

V. Art of the 19th Century: The Age of Enlightenment

- A. Neoclassicism
- B. Romanticism
- C. Landscape Painting
- D. Realism and Naturalism
- E. Symbolism
- F. Impressionism and Post-Impressionism

VI. Art of the 20th Century: Modern and Post-Modern

- A. Cubism and Fauvism
- B. Dada and Surrealism
- C. Abstract Expressionism
- D. Pop Art and Feminist Art

VII. Comparison and Contrast of Western Art to Non Western Art

- A. Placing Western Art in Context of Global History
- B. Non-Western Works

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Audiovisual;
2. Discussion;
3. Lecture;
4. Written work;
5. Other Methods: A. classroom lecture and discussion of course concepts. B. textbook reading. C. slide identification.

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

1. Weekly readings assignments from the textbook. 2. Take-home exams: Students will write two to three 500-word essays that examine artworks of the teacher's choice.  
Example 1: identify, describe, and analyze Leonardo's The Virgin of the Rocks (c. 1485) in terms of overall symbolic significance and methods of composition.  
Example 2: Compare and contrast David's The Oath of the Horatii (c. 1784) and Goya's The Third of May, 1808 (c. 1814) in terms of style, composition, and possible political commentary: discuss differences and similarities between the Neo-Classicist and Romantic style. 3. 1500-2000 research paper examining a work of art relating its historical, cultural, and compositional significance. For this project, students may visit a local museum.

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

Reading comprehension of class handouts, textbook, and lectures - Demonstrated through incorporation of MLA citation.

Essay exams - The exam may include several parts, including identification, analysis and interpretation of an assigned work of art; comparison of two or more works of art; and/or exploration of a particular historical topic relevant to the era or genre under question. Example: A. Provide the vital statistics of Angelica Kauffmann's Cornelia Presenting Her Children as Treasures (artist, style, date, medium, current location). B. Analyze the formal elements of the painting by discussing the composition as a whole in terms of subject matter, use of line, color, symbolism, etc. C. Interpret the iconography of the work in terms of symbolic significance (subject matter: content, interpretation of the theme, religious, mythological, genre, portrait, etc.). Please also

consider the cultural significance of the work. What makes this particular work of art representative of the neoclassical style?

Classroom discussions - Students discuss both visual and cultural components of a particular artistic style, relating them to larger social/historical trends. Example 1: Discuss the significance of mythology in Botticelli's Primavera and The Birth of Venus. How were these themes of antiquity reconciled with Christian-inspired works of art? Example 2: In what ways does Fragonard's The Swing exemplify the French Rococo? How does this style differ from the Baroque? Please provide images from the Baroque period to compare.

Museum research projects and/or presentations - Students may visit a museum in their local areas to conduct research on a chosen work of art. Research then provides basis for final written paper using similar organizational format in essay exams (identify, analyze, interpret).

Image identification quizzes - Students must identify the artist, date, time period and style of predetermined slides.

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Kleiner, Fred S.. (2013) Gardner's Art through the Ages: A Global History: Vol. 2, (14th ed.), Wadsworth  
Davies, Penelope J.E., et al.. (2010) Janson's History of Art: The Western Tradition: Vol. 2, (8th ed.), Pearson: latest edition available of this C-ID recommended, authoritative text.

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**Manuals**

**Periodicals**

**Software**

**Other**

29. **METHOD OF DELIVERY:** Online with some required face-to-face meetings ("Hybrid"); Online (purely online no face-to-face contact) ;iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Face to face;

30. **MINIMUM QUALIFICATIONS:** Art (Masters Required);History (Masters Required);

31. **APPROVALS:**

**Origination Date** 09/13/2014

**Last Outline Revision** 06/13/2013

**Curriculum Committee Approval** 10/31/2014

**Board of Trustees** 12/18/2014

**State Approval** 04/07/2015

**UC Approval** 50 = Summer 2000 **UC Approval Status** Approved

**CSU Approval** 50 = Summer 2000 **CSU Approval Status** Approved

**IGETC Approval** 50 = Summer 2000 **IGETC Approval Status** Approved

**CSU GE Approval** 50 = Summer 2000 **CSU GE Approval Status** Approved

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**Data Element Changes**

**Data Justification**

**Course Element Changes** Title Change  
Other (Describe in Summary)

**Course Change Justification** The SLOs need to be revised in order to earn C-ID approval. The title

is also being revised to increase enrollment in ART C106.

**Course ID (CB00)** CCC000561228

**TOP Code (CB03)** 1001.00 - Fine Arts, General;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 3

**Course Units of Credit Minimum Low (CB07):** 3

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;



# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## ART C106H COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ART C106H
2. **COURSE TITLE:** Survey of Western Art from Renaissance to Contemporary: Honors
3. **SHORT BANWEB TITLE:**
4. **COURSE AUTHOR:** Darty, Lisa A.
5. **COURSE SEATS:** -
6. **COURSE TERMS:**
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 70 = Fall, 2015
10. **C-ID:** ARTH 120
11. **CATALOG COURSE DESCRIPTION:** This course provides an overview of art and architecture from the Renaissance to the Contemporary period. The honors section provides more content and requires greater intensity and depth of study than the non-honors class. (ART C105 is not a prerequisite for ART C106H.)

12. **GRADING METHOD**

**Default:** S = Standard Letter Grade

**Optional:** P = Pass/No Pass; A = Audit

13. **TOTAL UNITS:** 4

14. **INSTRUCTIONAL METHODS / UNITS & HOURS:**

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	4	72
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

15. **REPEATABILITY**

**Type:** Non-Repeatable Credit

16. **MATERIALS FEE:** No

17. **CREDIT BY EXAM:** No

18. **CORE MISSION APPLICABILITY:** UC Transfer; Associate Degree Applicable (AA/AS); CSU Transfer

19. **STAND-ALONE:** No

20. **PROGRAM APPLICABILITY**

**Required:** Associate in Arts in Art History for Transfer Degree (AA-T Degree Program)

**Restricted Elective:**

**Elective:** Liberal Arts (AA Degree Program)

Liberal Arts: Arts & Humanities (AA Degree Program)

Studio Arts for Transfer (AA Degree Program)

## **21. GENERAL EDUCATION APPLICABILITY**

**Local:** CC GE Area III: Humanities = Arts;

**IGETC:** IGETC Area 3: Arts and Humanities = 3A: Arts;

**CSU:** CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages = C1 - Arts, Dance, Music, Theater;

**UC Transfer Course:**

**CSU Transfer Course:**

## **22. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Identify, examine, and assess representative works of art and architecture from the Renaissance to the contemporary period employing appropriate art historical terminology.
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
3. Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the Renaissance to the contemporary period.
4. For the honors segment, students will pursue topics for intensified study beyond the scope of Art C106.

## **23. REQUISITES**

**Prerequisite:**

ENGL C070

Content Review/Content Review + Statistics

## **24. DETAILED TOPICAL OUTLINE:**

Lecture:

- I. Introduction
  - A. Basic components of Art History
  - B. Art in Context
  - C. What is art?
  - D. Aesthetics
  - E. Formal Elements of Art
- II. Italian Renaissance: 13th-16th Century
  - A. Early Italian Art: Proto Renaissance
  - B. High Renaissance, 1495-1520
  - C. Venetian Artists
  - D. Late Renaissance and Mannerism
  - E. Architecture
- III. Northern Art: 15th -16th Century
  - A. Renaissance outside of Italy
  - B. International Gothic
  - C. Art of the Netherlands
  - D. Comparison and Contrast of the North and the South
- IV. Art of the Baroque

- A. Italian Baroque: Painting, Sculpture, Architecture
- B. Northern Baroque: Genre Painting and Still-Life
- C. Comparison and Contrast of Baroque and Rococo styles
- V. Art of the 19th Century: The Age of Enlightenment
  - A. Neoclassicism
  - B. Romanticism
  - C. Landscape Painting
  - D. Realism and Naturalism
  - E. Symbolism
  - F. Impressionism and Post-Impressionism
- VI. Art of the 20th Century: Modern and Post-Modern
  - A. Cubism and Fauvism
  - B. Dada and Surrealism
  - C. Abstract Expressionism
  - D. Pop Art and Feminist Art
- VII. Comparison and Contrast of Western Art to Non Western Art
  - A. Placing Western Art in Context of Global History
  - B. Non-Western Works
- VIII. Honors Project: The project provides students with an opportunity for intensified inquiry appropriate for honors-level instruction. Exact topics will vary with instructor.

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Audiovisual;
2. Discussion;
3. Instruction through examination or quizzing;
4. Library;
5. Presentations (by students);
6. Written work;
7. Other Methods: A. classroom lecture and discussion of course concepts. B. textbook reading. C. slide identification.

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

1. Weekly readings assignments from the textbook.
2. Take-home exams: Students will write two to three 500-word essays that examine artworks of the teacher's choice. Example 1: identify, describe, and analyze Leonardo's The Virgin of the Rocks (c. 1485) in terms of overall symbolic significance and methods of composition. Example 2: Compare and contrast David's The Oath of the Horatii (c. 1784) and Goya's The Third of May, 1808 (c. 1814) in terms of style, composition, and possible political commentary: discuss differences and similarities between the Neo-Classical and Romantic style.
3. 1500-2000 research paper examining a work of art relating its historical, cultural, and

compositional significance. For this project, students may visit a local museum.

4. Honors section project: an additional research paper of 2500 words pursuing a particular theme for intensified study.

Example 1: Examine the lives and careers of three major women artists of the nineteenth and twentieth centuries, focusing on individual innovations as well as gender-specific contributions to the history of art.

Example 2: Examine the political and economic currents in American history through an analysis of major works of art from specific eras or movements, such as Frontier, Civil War, WWII, etc.

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

Reading comprehension of class handouts, textbook, and lectures - Demonstrated through incorporation of MLA citation.

Essay exams - Essay exams are a required method of evaluation for Art C106 honors sections. These may include several parts, including identification, analysis and interpretation of an assigned work of art; comparison of two or more works of art; and/or exploration of a particular historical topic relevant to the era or genre under question. Example: A. Provide the vital statistics of Angelica Kauffmann's *Cornelia Presenting Her Children as Treasures* (artist, style, date, medium, current location). B. Analyze the formal elements of the painting by discussing the composition as a whole in terms of subject matter, use of line, color, symbolism, etc. C. Interpret the iconography of the work in terms of symbolic significance (subject matter: content, interpretation of the theme, religious, mythological, genre, portrait, etc.). Please also consider the cultural significance of the work. What makes this particular work of art representative of the neoclassical style?

Classroom discussions - Students discuss both visual and cultural components of a particular artistic style, relating them to larger social/historical trends. Example 1: Discuss the significance of mythology in Botticelli's *Primavera* and *The Birth of Venus*. How were these themes of antiquity reconciled with Christian-inspired works of art? Example 2: In what ways does Fragonard's *The Swing* exemplify the French Rococo? How does this style differ from the Baroque? Please provide images from the Baroque period to compare.

Museum research projects and/or presentations - Students may visit a museum in their local areas to conduct research on a chosen work of art. Research then provides basis for final written paper using similar organizational format in essay exams (identify, analyze, interpret).

Image identification quizzes - Students must identify the artist, date, time period and style of predetermined slides.

Honors section project- An additional paper of 2500 words pursuing a particular theme for intensified study. Example: Examine the lives and careers of three major women artists of the nineteenth and twentieth centuries, focusing on individual innovations as well as gender-specific contributions to the history of art.

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Kleiner, Fred S.. (2013) *Gardner's Art through the Ages: A Global History: Vol. 2*, (14th ed.), Wadsworth

Davies, Penelope J.E., et al. (2010) *Janson's History of Art: The Western Tradition: Vol. 2* (8th ed.), Pearson: latest edition available of this C-ID recommended, authoritative text.

**Manuals**

**Periodicals**

**Software**

**Other**

**29. METHOD OF DELIVERY:** Online with some required face-to-face meetings ("Hybrid"); Face to face;

30. **MINIMUM QUALIFICATIONS:** Art (Masters Required);History (Masters Required);

31. **APPROVALS:**

**Origination Date** 09/16/2014

**Last Outline Revision** 05/03/2013

**Curriculum Committee Approval** 10/30/2015

**Board of Trustees** 12/17/2015

**State Approval** 02/02/2015

**UC Approval** 70 = Fall 2001 **UC Approval Status** Approved

**CSU Approval** 70 = Fall 2000 **CSU Approval Status** Approved

**IGETC Approval** 70 = Fall 2001 **IGETC Approval Status** Approved

**CSU GE Approval** 70 = Fall 2001 **CSU GE Approval Status** Approved

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**Data Element Changes**

**Data Justification**

**Course Element Changes**

**Course Change Justification**

**Course ID (CB00)** CCC000562588

**TOP Code (CB03)** 1001.00 - Fine Arts, General;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 4

**Course Units of Credit Minimum Low (CB07):** 4

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## ART C107 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ART C107
2. **COURSE TITLE:** Survey of Asian Art
3. **SHORT BANWEB TITLE:** Survey of Asian Art
4. **COURSE AUTHOR:** Shultz, Susan
5. **COURSE SEATS:** 20-45
6. **COURSE TERMS:** 70 = Fall
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC New Course
9. **START TERM:** 70 = Fall, 2015
10. **C-ID:** ARTH 130
11. **CATALOG COURSE DESCRIPTION:** This course provides a select overview of art and architecture from India, Southeast Asia, China, Korea, and Japan from pre-history to modern times.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** P = Pass/No Pass;A = Audit

### 13. **TOTAL UNITS:** 3

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	3	54
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** No

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer;Associate Degree Applicable (AA/AS);CSU Transfer

### 19. **STAND-ALONE:** No

### 20. PROGRAM APPLICABILITY

**Required:** Associate in Arts in Art History for Transfer Degree (AA-T Degree Program)

**Restricted Elective:**

**Elective:** Liberal Arts: Arts & Humanities (AA Degree Program)

Liberal Arts: Mathematics & Science (AA Degree Program)

Studio Arts for Transfer (AA Degree Program)

### 21. GENERAL EDUCATION APPLICABILITY

**Local:** CC GE Area III: Humanities = Arts;

**IGETC:** IGETC Area 3: Arts and Humanities = 3A: Arts;

**CSU:** CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages = C1 - Arts, Dance, Music, Theater;

**UC Transfer Course:**

**CSU Transfer Course:**

**22. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Identify, examine, and assess representative works of art and architecture from the non-Western art historical periods covered in this course employing appropriate art historical terminology.
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
3. Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the non-Western art historical periods covered in this course.

**23. REQUISITES**

**Advisory:**

ENGL C070

Content Review/Content Review + Statistics

**24. DETAILED TOPICAL OUTLINE:**

Lecture:

Main topics required. Subtopics may vary with instructor:

I. SOUTH AND SOUTHEAST ASIA

A. The Rise of Cities and Birth of the Great Religions: Early Indian Art

1. The Harappan Civilization
2. The Vedic Period And The Origins Of Hinduism
3. Buddhism And Buddhist Art
4. Jainism And The Depiction Of The Divine

B. Religious Art in the Age of Royal Patronage: The Medieval Period

1. The Ritual And Artistic Developments Of Hinduism
2. Early Hindu Temples
3. The Convergence Of Jain, Buddhist, And Hindu Traditions
4. Buddhism In Sri Lanka
5. Later Developments In Temple Architecture
6. Medieval Paintings And Manuscripts
7. South Asian Textiles And The International Trade Market

C. India: The Early Modern Period

1. The Arrival Of Persian Court Culture And The Spread Of Islam
2. The Delhi Sultanates And Their Contemporaries
3. The Deccan Sultanates, Vijayanagara, And Southern India

4. The Mughal Empire
  5. Europeans And European Art In India
  6. Art And Architecture Of The Rajput Courts
  7. Painting From The Pahari Courts
  8. Visual Traditions Of The Sikh Religion
- D. India and the International Scene: The Modern and Contemporary Periods
1. A Mixture Of Traditions: European And Indian Art In The Eighteenth And Nineteenth Centuries
  2. The Architecture Of Empire
  3. Visions Of The Modern In The Early Twentieth Century
  4. Independent South Asia
  5. Contemporary Art: Globalization, Diaspora, Heritage
- E. The Arts of Southeast Asia
1. Prehistory
  2. Trade
  3. Indigenous Art
  4. The Arrival Of Indic Religions
  5. The Great Flowering
  6. Rise Of Islam
  7. Ayutthaya
  8. Burma
  9. Modern Times

## II. CHINA

- A. The Neolithic Period to the First Empires
1. Neolithic Artifacts
  2. Ancestor Worship
  3. Zhou Dynasty Ritual And Political Arts
  4. The Tomb Of The First Emperor Of The Qin Dynasty
  5. Han Dynasty Funerary Arts, Daoism, And Confucianism
- B. The Six Dynasties and Sui and Tang Dynasties
1. Six Dynasties Pictorial Arts
  2. Six Dynasties Buddhist Cave Sites
  3. Six Dynasties And Tang Calligraphy
  4. Sui And Tang Imperial City Planning And Tombs
  5. Sui And Tang Dynasty Handscroll Paintings
  6. Tang Buddhist Art And Architecture
  7. Decorative Arts For The Tang Elite
- C. The Five Dynasties Period and Song and Yuan Dynasties



1. Southern Tang Court Painting
  2. Southern Tang And Northern Song Landscape Painters
  3. Northern Song Courtly Arts
  4. Song Literati Painting And Calligraphy
  5. Southern Song Court Painting, Calligraphy, And Patronage
  6. Southern Song And Yuan Religious Art And Architecture
  7. Yuan Court Painting
- D. The Ming and Qing Dynasties
1. Ming And Qing Politics And Architecture
  2. Ming Literati Painters
  3. Ming And Qing Female Painters
  4. Qing Court Painters
  5. Qing Individualist And Eccentric Painters
- E. The Push for Modernization: 1912 to the Present
1. Republican-Era Pictorial Arts, 1912–1949
  2. Communist-Era Political Arts, 1949–1976
  3. Post-Cultural Revolution Painting, 1976 To The Present
  4. Painters Working Outside Mainland China
  5. Installations, Performances, And New Media, 1980s To The Present

### III. KOREA AND JAPAN

- A. Korean Art from Prehistory to Present
1. Neolithic And Bronze Age
  2. Three Kingdoms Period
  3. Buddhism And Korea
  4. Queen Seondeok
  5. Unified Silla Kingdom
  6. Goryeo Dynasty
  7. Joseon Dynasty
  8. Colonization And War
  9. Art In North and South Korea
- B. Japanese Art from Prehistory to the Asuka Period
1. Shamanism And The Development Of Shinto
  2. Jomon Period
  3. Yayoi Period
  4. Kofun Period
  5. The Sun Goddess Amaterasu And The Shinto Shrine At Ise
  6. Early Buddhist Art

- C. The Nara and Heian Periods
  - 1. Nara Period
  - 2. Heian Period
- D. Kamakura, Muromachi, and Momoyama Periods
  - 1. Kamakura Period
  - 2. Muromachi (Ashikaga) Period
  - 3. Momoyama Period
- E. Edo Period to the Present
  - 1. Closed Doors: Edo Period
  - 2. Meiji Period
  - 3. Showa Period
  - 4. From 1989 To The Present

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

- 1. Audiovisual;
- 2. Discussion;
- 3. Lecture;
- 4. Written work;
- 5. Other Methods: A. classroom lecture and discussion of course concepts. B. textbook reading. C. slide identification.

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

- 1. Weekly readings assignments from the textbook. 2. Take-home exams: Students will write two to three 500-word essays that examine artworks of the teacher's choice. Example 1: identify, describe, and analyze Buddhist imagery during the Kushan Dynasty in terms of overall symbolic significance and methods of composition. Example 2: Compare and contrast the Chinese Mawangdui Funerary Banner of Xin Zhui and the 10th century of the Tibetan Thangka of Hayagriva in terms of style, composition, and possible political commentary. 3. 1500-2000 research paper examining a work of art relating its historical, cultural, and compositional significance. For this project, students may visit a local museum.

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

Reading comprehension of class handouts, textbook, and lectures - Demonstrated through incorporation of MLA citation.

Essay exams - This may include several parts, including identification, analysis and interpretation of an assigned work of art; comparison of two or more works of art; and/or exploration of a particular historical topic relevant to the era or genre under question. Example: A. Please provide the vital statistics of Stele with Shakyamuni and Bodhisattvas and Western Pure Land Mural (artist, style, date, medium, current location); B. Compare the style, composition, and form of each; C. Interpret the cultural significance of the works shown. What do the subjects indicate about the development of Buddhist belief in China?

Classroom discussions - Students discuss both visual and cultural components of a particular artistic style, relating them to larger social/historical trends. Example: Identify the core beliefs of Buddhism, Hinduism, and Islam and their relationship to artistic production.

Museum research projects and/or presentations - Students may visit a museum in their local

areas to conduct research on a chosen work of art. Research then provides basis for final written paper using similar organizational format in essay exams (identify, analyze, interpret).

Image identification quizzes - Students must identify the artist, date, time period and style of predetermined slides.

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Neave, D., Blanchard, L.C.W., Sardar, M.. (2015) Asian Art, 1st, Pearson  
Kampen-O'Riley, M.. (2012) Art Beyond the West , 3rd, Pearson

**Manuals**

**Periodicals**

**Software**

**Other**

29. **METHOD OF DELIVERY:** Online (purely online no face-to-face contact) ;iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Online with some required face-to-face meetings (“Hybrid”);Face to face;

30. **MINIMUM QUALIFICATIONS:** Art (Masters Required);History (Masters Required);

31. **APPROVALS:**

**Origination Date** 09/13/2014

**Last Outline Revision**

**Curriculum Committee Approval** 10/31/2014

**Board of Trustees** 12/18/2014

**State Approval** 04/03/2015

**UC Approval** 70 = Fall 2015 **UC Approval Status** Proposed

**CSU Approval** 70 = Fall 2015 **CSU Approval Status** Proposed

**IGETC Approval** 70 = Fall 2015 **IGETC Approval Status** Proposed

**CSU GE Approval** 50 = Summer 2015 **CSU GE Approval Status** Proposed

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**Data Element Changes**

**Data Justification** ART C107 will be a requirement for the new Art History degree.

**Course Element Changes**

**Course Change Justification**

**Course ID (CB00)** CCC000561117

**TOP Code (CB03)** 1001.00 - Fine Arts, General;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 3

**Course Units of Credit Minimum Low (CB07):** 3

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## ART C108 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ART C108
2. **COURSE TITLE:** Modern Art
3. **SHORT BANWEB TITLE:** Modern Art
4. **COURSE AUTHOR:** Shultz, Susan
5. **COURSE SEATS:** 20-40
6. **COURSE TERMS:** 70 = Fall; 30 = Spring
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC New Course
9. **START TERM:** 70 = Fall, 2015
10. **C-ID:** ARTH 150
11. **CATALOG COURSE DESCRIPTION:** This course provides an overview of art and architecture from the Western modern period of the 19th and 20th centuries.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** P = Pass/No Pass; A = Audit

### 13. **TOTAL UNITS:** 3

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	3	54
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** No

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer; Associate Degree Applicable (AA/AS); CSU Transfer

### 19. **STAND-ALONE:** No

### 20. PROGRAM APPLICABILITY

**Required:**

**Restricted Elective:**

**Elective:** Associate in Arts in Art History for Transfer Degree (AA-T Degree Program)

Liberal Arts (AA Degree Program)

Liberal Arts: Arts & Humanities (AA Degree Program)

Studio Arts for Transfer (AA Degree Program)

### 21. GENERAL EDUCATION APPLICABILITY

**Local:** CC GE Area III: Humanities = Arts;

**IGETC:** IGETC Area 3: Arts and Humanities = 3A: Arts;

**CSU:** CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages = C1 - Arts, Dance, Music, Theater;

**UC Transfer Course:**

**CSU Transfer Course:**

**22. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Identify, examine, and assess representative works of art and architecture from the modern period employing appropriate art historical terminology.
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
3. Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the modern period.

**23. REQUISITES**

**Advisory:**

ENGL C070

Content Review/Content Review + Statistics

**24. DETAILED TOPICAL OUTLINE:**

Lecture:

Main topics required. Subtopics may vary with instructor:

- I. The Origins of Modern Art
  - A. Making Art and Artists: The Role of the Critic
  - B. The Modern Artist
  - C. What Does It Mean to Be an Artist?
  - D. The Legacy of Neoclassicism and Romanticism
  
- II. Early Photography, Realism, and Impressionism
  - A. New Ways of Seeing: Photography and its Influence
  - B. Only the Truth: Realism
  - C. Seizing the Moment: Impressionism and the Avant-Garde
  - D. From Realism to Impressionism
  - E. Nineteenth-Century Art in the United States
  
- III. Post-Impressionism
  - A. Seurat and the Neo-Impressionist
  - B. Form and Nature: Paul Cézanne
  - C. The Triumph of Imagination: Symbolism
  - D. An Art Reborn: Rodin and Sculpture at the Fin de Siècle
  - E. Primitivism and the Avant-Garde: Gauguin and Van Gogh
  - F. A New Generation of Prophets: The Nabis

- G.           Montmartre: At Home with the Avant-Garde
  
- IV.    Art Nouveau and the Beginnings of Expressionism
  - A.           Experiments in Synthesis: Modernism beside the Hearth
  - B.           Aestheticism and Art Nouveau
  - C.           The Machine Age: The Art Nouveau Aesthetic
  - D.           Painting and Graphic Art
  - E.           Avant-Garde Painting beyond France
  
- V.    The New Century: Experiments in Color and Form
  - A.           Fauvism
  - B.           Henri Matisse's Early Career
  - C.           "Wild Beasts" Tamed: Derain, Vlaminck, and Dufy
  - D.           Religious Art for a Modern Age: Georges Rouault
  - E.           Modernism on a Grand Scale: Matisse's Art after Fauvism
  
- VI.   Expressionism in Germany and Austria
  - A.           From Romanticism to Expressionism
  - B.           Divide between Romanticism and Expressionism
  - C.           The Spiritual Dimension: Der Blaue Reiter
  - D.           Expressionist Sculpture
  - E.           Self-Examination: Expressionism in Austria
  
- VII.   Cubism
  - A.           Immersed in Tradition: Picasso's Early Career
  - B.           Beyond Fauvism: Braque's Early Career
  - C.           "Braque, Picasso, and the Development of Cubism
  - D.           Constructed Spaces: Cubist Sculpture
  - E.           Developments in Cubist Painting in Paris
  - F.           Orphism and Other Experimental Art
  
- VIII.   Early Modern Architecture
  - A.           The Chicago School and the Origins of the Skyscraper
  - B.           Modernism in Harmony with Nature: Frank Lloyd Wright
  - C.           American Classicism 1900—15
  - D.           Vienna Before World War I
  - E.           The German Contribution to Modern Architecture
  - F.           International Style: The Netherlands and Belgium
  
- IX.   European Art after Cubism

- A. Chagall and the Metaphysical School
  - B. “Running on Shrapnel”: Futurism in Italy
  - C. A World Ready for Change: The Avant-Garde in Russia
  - D. Utopian Visions: Russian Constructivism
- X. Western Europe during World War I
- A. The World Turned Upside Down: The Birth of Dada
  - B. “Her Plumbing and Her Bridges”: Dada Comes to America
  - C. “Art is Dead”: Dada in Germany
  - D. Idealism and Disgust: The “New Objectivity” in Germany
  - E. Dedication to Color: Matisse’s Later Career
  - F. Celebrating the Good Life: Dufy’s Later Career
  - G. Eclectic Mastery: Picasso’s Career after the War
  - H. Sensuous Analysis: Braque’s Later Career
- XI. De Stijl and Bauhaus
- A. The de Stijl Idea
  - B. Mondrian: Seeking the Spiritual Through the Rational
  - C. Van Doesburg, de Stijl, and Elementarism
  - D. De Stijl Realized: Sculpture and Architecture
  - E. Audacious Lightness: The Architecture of Gropius
  - F. The Building as Entity: The Bauhaus
  - G. The Vorkurs: Basis of the Bauhaus Curriculum
  - H. Die Werkmeistern: Craft Masters at the Bauhaus
- XII. Surrealism
- A. Breton and the Background to Surrealism
  - B. “Art is a Fruit”: Arp’s Later Career
  - C. Hybrid Menageries: Ernst’s Surrealist Techniques
  - D. Miró and Organic—Abstract Surrealism
  - E. Enigmatic Landscapes: Tanguy and Dalí
  - F. Surrealism beyond France and Spain
  - G. Women and Surrealism
- XIII. American Art Before World War II
- A. American Artist as Cosmopolitan: Romaine Brooks
  - B. The Truth about America: The Eight and Social Criticism
  - C. 291 Gallery and the Stieglitz Circle
  - D. The Harlem Renaissance
  - E. Regionalists and Social Realists



- F. American Photographers Between the Wars
- G. Social Protest and Personal Pain: Mexican Artists
- H. Toward American Abstract Art

XIV. Abstract Expressionism

- A. Mondrian in New York: The Tempo of the Metropolis
- B. Entering a New Arena: Modes of Abstract Expressionism
- C. The Picture as Event: Experiments in Gestural Painting
- D. Developments in American Photography

XV. Pop Art/Op Art

- A. "This is Tomorrow": Pop Art in Britain
- B. Signs of the Times: Pop Art in the United States
- C. "Just Look at the Surface": The Imagery of Everyday Life
- D. Drawing the Veil: Post Painterly Abstraction
- E. Seeing Things: Op Art
- F. The Limits of Modernism: Minimalism

XVI. Modernism at Mid-Century

- A. The International Style in America
- B. Arenas for Innovation: Major Public Projects
- C. Art as Language
- D. Conceptual Art as Cultural Critique
- E. When Art Becomes Artist: Body Art
- F. Radical Alternatives: Feminist Art
- G. Later Feminist Art
- H. Invisible to Visible: Art and Racial Politics

XVII. Post-Minimalism, Earth Art, and New Imagists

- A. Metaphors for Life: Process Art
- B. Big Outdoors: Earthworks and Land Art
- C. Monuments and Large-Scale Sculpture
- D. Body of Evidence: Figurative Art
- E. Animated Surfaces: Pattern and Decoration

XVIII. Postmodernism

- A. Postmodernism in Architecture
- B. Ironic Grandeur: Postmodern Architecture and History
- C. Constructivist and Deconstructivist Architecture
- D. Flexible Spaces: Architecture and Urbanism

- E. Postmodern Practices: Breaking Art History
- XIX. Contemporary Art and Globalization
- A. Lines That Define Us: Locating and Crossing Borders
  - B. Skin Deep: Identity and the Body
  - C. Occupying the Art World
  - D. Globalization and Arts Institutions

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Audiovisual;
2. Discussion;
3. Lecture;
4. Written work;
5. Other Methods: A. classroom lecture and discussion of course concepts. B. textbook reading. C. slide identification.

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

1. Weekly readings assignments from the textbook.
2. Take-home exams: Students will write two to three 500-word essays that examine artworks of the teacher's choice. Example 1: identify, describe, and analyze Rodchenko's socialist advertisements in terms of overall political significance and methods of composition. Example 2: Describe the development from Fauvism to Cubism in terms of style, composition, and cultural significance.
3. 1500-2000 research paper examining a work of art relating its historical, cultural, and compositional significance. For this project, students may visit a local museum.

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

Reading comprehension of class handouts, textbook, and lectures - Demonstrated through incorporation of MLA citation.

Essay exams - This may include several parts, including identification, analysis and interpretation of an assigned work of art; comparison of two or more works of art; and/or exploration of a particular historical topic relevant to the era or genre under question. Example: A. Provide the vital statistics of Marcel Duchamp's *Nude Descending a Staircase* (artist, style, date, medium, current location). B. Analyze the formal elements of the painting by discussing the composition as a whole in terms of subject matter, use of line, color, symbolism, etc. C. Interpret the iconography of the work in terms of symbolic significance (subject matter: content, interpretation of the theme, religious, mythological, genre, portrait, etc.). Please also consider the cultural significance of the work. What makes this particular work of art representative of the cubist style?

Classroom discussions - Students discuss both visual and cultural components of a particular artistic style, relating them to larger social/historical trends. Example: How are the paintings Manet displayed before the French Academy of Art different from the accepted paintings of the period?

Museum research projects and/or presentations - Students may visit a museum in their local areas to conduct research on a chosen work of art. Research then provides basis for final written paper using similar organizational format in essay exams (identify, analyze, interpret).

Image identification quizzes - Students must identify the artist, date, time period and style of predetermined slides.

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Arnason, H.H., Mansfield, E.C.. (2013) History of Modern Art, 7th, Pearson

**Manuals**

**Periodicals**

**Software**

**Other**

29. **METHOD OF DELIVERY:** Online with some required face-to-face meetings ("Hybrid"); Online (purely online no face-to-face contact) ;iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Face to face;

30. **MINIMUM QUALIFICATIONS:** Art (Masters Required);History (Masters Required);

31. **APPROVALS:**

**Origination Date** 10/17/2014

**Last Outline Revision**

**Curriculum Committee Approval** 10/31/2015

**Board of Trustees** 12/18/2015

**State Approval** 04/07/2015

**UC Approval UC Approval Status** Proposed

**CSU Approval** 70 = Fall 2015 **CSU Approval Status** Approved

**IGETC Approval IGETC Approval Status** Proposed

**CSU GE Approval CSU GE Approval Status** Proposed

**Data Element Changes**

**Data Justification** To fulfill the elective component in List C of the proposed Art History TMC.

**Course Element Changes**

**Course Change Justification**

**Course ID (CB00)** CCC000561229

**TOP Code (CB03)** 1001.00 - Fine Arts, General;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 3

**Course Units of Credit Minimum Low (CB07):** 3

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## ART C111 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ART C111
2. **COURSE TITLE:** Two-Dimensional Design
3. **SHORT BANWEB TITLE:** Two-Dimensional Design
4. **COURSE AUTHOR:** Sandvik, Loren
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 30 = Spring; 70 = Fall
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 30 = Spring, 2014
10. **C-ID:** ARTS 100
11. **CATALOG COURSE DESCRIPTION:** This course provides an introduction to the concepts, applications, and historical references related to two-dimensional art and composition, including the study of the basic principles and elements of line, shape, texture, value, color, and spatial illusion. A combined lecture and studio approach provides students with the opportunity to develop a visual vocabulary for creative expression.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** A = Audit; P = Pass/No Pass

### 13. **TOTAL UNITS:** 3

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	1.5	27
Lab	1.5	81
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** Yes

**Fee:**  
10.00

#### **Justification:**

This fee pays for art materials that will result in art projects that students will take with them. Reference: Education Code section 76365 and title 5 regulations on instructional materials (§§ 59400-59408).

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer; Associate Degree Applicable (AA/AS); CSU Transfer

### 19. **STAND-ALONE:** No

## **20. PROGRAM APPLICABILITY**

**Required:** Studio Arts for Transfer (AA Degree Program)

**Restricted Elective:**

**Elective:** General Education ( )

Liberal Arts: Arts & Humanities (AA Degree Program)

Web Professional (AS Degree Program)

Web Professional -- (Certificate of Achievement)

## **21. GENERAL EDUCATION APPLICABILITY**

**Local:** CC GE Area III: Humanities = Active Participation;

CC GE Area III: Humanities = Arts;

**IGETC:** IGETC Area 3: Arts and Humanities = 3A: Arts;

**CSU:** CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages = C1 - Arts, Dance, Music, Theater;

**UC Transfer Course:** University of California, Berkeley =

University of California, Davis =

University of California, Irvine =

University of California, Los Angeles =

University of California, Merced =

University of California, Riverside =

University of California, San Diego =

University of California, San Francisco =

University of California, Santa Barbara =

University of California, Santa Cruz =

**CSU Transfer Course:** California Maritime Academy =

California Polytechnic State University =

California State Polytechnic University, Pomona =

California State University, Bakersfield =

California State University, Channel Islands =

California State University, Chico =

California State University, Dominguez Hills =

California State University, East Bay =

California State University, Fresno =

California State University, Fullerton =

California State University, Long Beach =

California State University, Los Angeles =

California State University, Monterey Bay =

California State University, Northridge =

California State University, Sacramento =

California State University, San Bernardino =

California State University, San Marcos =

California State University, Stanislaus =

Humboldt State University =

San Diego State University =

San Francisco State University =

San José State University =

Sonoma State University =

## **22. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Demonstrate a working knowledge and understanding of the basic elements of two-dimensional art, including line, shape, texture, value, color, and spatial illusion;
2. Demonstrate a working knowledge and understanding of the organizing principles of two-dimensional art, including balance, proportion, repetition, contrast, harmony, unity, point of emphasis, and visual movement;
3. Independently produce visual compositions and problem-solving projects that successfully incorporate the basic elements and organizing principles of two-dimensional art;
4. Make individual aesthetic decisions and judgments related to their own artwork;
5. Skillfully use a variety of artistic materials, techniques, and tools;
6. Translate ideas and visual experience into images;
7. Discuss, critique, and evaluate two-dimensional compositions;
8. Examine, compare, and analyze historical and contemporary examples of two-dimensional art.

23. **REQUISITES**

24. **DETAILED TOPICAL OUTLINE:**

Lecture:

1. Two-Dimensional Design Concepts
  - a. Communicating ideas
  - b. Content
  - c. Form
  - d. Purpose
  
2. Design Elements and Terminology
  - a. Format
  - b. Line
  - c. Shape
  - d. Value
  - e. Color
  - f. Texture and pattern
  - g. Type
  - h. Illusion of space
  - i. Implied motion
  
3. Design Principles of Organization
  - a. Balance
  - b. Unity and harmony
  - c. Repetition
  - d. Proportion and scale
  - e. Emphasis
  - f. Rhythm
  - g. Visual hierarchy
  
4. Motion and Time
  - a. Spatial illusion
  - b. Motion
  - c. Screen Based Motion
  - d. Screen Based Media

5. Message, Medium, and Communication
  - a. Concept
  - b. Format
  - c. Medium, materials and tools
  - d. Audience
  - e. Research
  
6. Visual Arrangement
  - a. Formal and conceptual approaches
  - b. Structuring the page
  - c. Compositional strategies
  - d. Relationship between elements
  - e. Relationship between elements and principles
  - f. Problem solving
  
7. Evolution of two-dimensional design
  - a. Historical periods
  - b. Contemporary
  - c. Genres
  - d. Cultures
  - e. Contexts
  
8. Contemporary design trends
  - a. Evolving media
  - b. Globalization
  - c. Visual culture

Lab:

Laboratory Activities will include:

1. Translating Ideas into Images
  - a. Generating design concepts
    - i. Evaluating work and making aesthetic judgments
  - b. Selection of process
  - c. Format



- d. Problem solving
  - i. Individual
  - ii. Group
  - iii. Contemporary references
  - iv. Historical references
  - v. Medium based solutions
  
- 2. Project implementation
  - a. Utilizing elements of design
  - b. Organizing elements using principles of design
  - c. Materials
  - d. Techniques
  - e. Tools
  
- 3. Critique processes
  - a. Application of vocabulary
  - b. Analysis and assessment
  - c. Commentary
  - d. Individual critiques
  - e. Group critiques

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

- 1. Audiovisual;
- 2. Demonstration;
- 3. Discussion;
- 4. Field trip;
- 5. Group Work;
- 6. Guest Lecturers;
- 7. In-class writing;
- 8. Instruction through examination or quizzing;
- 9. Laboratory;
- 10. Lecture;
- 11. Library;

12. Outside reading;
13. Peer analysis, critique & feedback;
14. Presentations (by students);
15. Problem Solving;
16. Project-based learning;
17. Skills Development and Performance;
18. Written work;

26. **OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

Library research, image or material collection, written essays, museum and gallery visits, attendance at cultural events. Example: Students are required to collect imagery from contemporary magazines to bring to class to support the completion of a project related to the successful application of the principle of proportion.

27. **METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

1. Projects. Example: Students plan, design and construct a poster using the elements of line, texture and color; project will be graded with a rubric.
2. Written assignments, which may include quizzes, essays, vocabulary lists, exams, or reports. Example: Students complete multiple choice quizzes to assess knowledge of presented lecture or demonstration content.
3. Participation. Example: Students will engage in group and individual critiques in oral or written formats.
4. Portfolio review. Example: Instructor and students will examine, discuss and critique the body of student work created during the semester.

28. **TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Otto G. Ocvirk. (2012) Art Fundamentals: Theory and Practice, 12 Edition, McGraw-Hill Companies

**Manuals**

**Periodicals**

**Software**

**Other**

29. **METHOD OF DELIVERY:** Online with some required face-to-face meetings ("Hybrid"); Online (purely online no face-to-face contact) ;iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Face to face;

30. **MINIMUM QUALIFICATIONS:** Art (Masters Required);

31. **APPROVALS:**

**Origination Date** 08/18/2010

**Last Outline Revision** 03/03/2006

**Curriculum Committee Approval** 10/04/2013

**Board of Trustees** 11/14/2013

**State Approval**

**UC Approval** 50 = Summer 2000 **UC Approval Status** Approved

**CSU Approval** 50 = Summer 2000 **CSU Approval Status** Approved

**IGETC Approval** **IGETC Approval Status**

**CSU GE Approval** 50 = Summer 2000 **CSU GE Approval Status** Approved

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**Data Element Changes**

**Data Justification**

**Course Element Changes** Change/Update Course Outline  
Proposal of new Distance Education indication

**Course Change Justification**

**Course ID (CB00)** CCC000367835

**TOP Code (CB03)** 1002.00 - Art;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 3

**Course Units of Credit Minimum Low (CB07):** 3

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## ART C115 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ART C115
2. **COURSE TITLE:** Three-Dimensional Design
3. **SHORT BANWEB TITLE:** Three Dimensional Design
4. **COURSE AUTHOR:** Sandvik, Loren
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 70 = Fall; 30 = Spring
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 30 = Spring, 2014
10. **C-ID:** ARTS 101
11. **CATALOG COURSE DESCRIPTION:** This course is an introduction to the concepts, applications, and historical references related to three-dimensional design and spatial composition, including the study of the elements and organizing principles of design as they apply to three-dimensional space and form. A combined lecture and studio approach provides the student with the opportunity to develop a visual vocabulary for creative expression. The course uses appropriate materials for representational and non-representational three-dimensional studio projects.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** A = Audit; P = Pass/No Pass

### 13. **TOTAL UNITS:** 3

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	1.5	27
Lab	1.5	81
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** Yes

**Fee:**  
20.00

#### **Justification:**

This fee pays for art materials that will result in art projects that students will take with them. Reference: Education Code section 76365 and title 5 regulations on instructional materials (§§ 59400-59408).

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer; Associate Degree Applicable (AA/AS); CSU Transfer

### 19. **STAND-ALONE:** No

## **20. PROGRAM APPLICABILITY**

**Required:** Studio Arts for Transfer (AA Degree Program)

**Restricted Elective:**

**Elective:** General Education ()

Liberal Arts: Arts & Humanities (AA Degree Program)

## **21. GENERAL EDUCATION APPLICABILITY**

**Local:** CC GE Area III: Humanities = Active Participation;

CC GE Area III: Humanities = Arts;

**IGETC:** IGETC Area 3: Arts and Humanities = 3A: Arts;

**CSU:** CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages = C1 - Arts, Dance, Music, Theater;

**UC Transfer Course:** University of California, Berkeley =

University of California, Davis =

University of California, Irvine =

University of California, Los Angeles =

University of California, Merced =

University of California, Riverside =

University of California, San Diego =

University of California, San Francisco =

University of California, Santa Barbara =

University of California, Santa Cruz =

**CSU Transfer Course:** California Maritime Academy =

California Polytechnic State University =

California State Polytechnic University, Pomona =

California State University, Bakersfield =

California State University, Channel Islands =

California State University, Chico =

California State University, Dominguez Hills =

California State University, East Bay =

California State University, Fresno =

California State University, Fullerton =

California State University, Long Beach =

California State University, Los Angeles =

California State University, Monterey Bay =

California State University, Northridge =

California State University, Sacramento =

California State University, San Bernardino =

California State University, San Marcos =

California State University, Stanislaus =

Humboldt State University =

San Diego State University =

San Francisco State University =

San José State University =

Sonoma State University =

## **22. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Identify and understand the formal elements and organizing principles of three-dimensional art;
2. Independently produce objects, forms, and problem-solving projects that successfully incorporate the basic elements and organizing principles of three-dimensional art;
3. Discuss, describe, analyze, and critique three-dimensional works of art through references to the formal elements and principles of design;
4. Make individual aesthetic decisions and judgments related to their own design work;
5. Translate ideas and visual experience into 3-dimensional forms;
6. Recognize specific design elements and principles in works of art as well as in the everyday physical world around them, throughout history and across cultures;
7. Compose in three dimensions and work with a variety of media which may include (but is not limited to) clay, wood, metal, paint, plaster, paper, mixed media, and digital technology such as 3D scanners and printers.

## **23. REQUISITES**

## 24. DETAILED TOPICAL OUTLINE:

Lecture:

1. The Elements of Design, Concepts and Terminology
  - a. Form
  - b. Mass and space
  - c. Line
  - d. Plane
  - e. Surface
  - f. Color
  - g. Relationship between elements
  
2. The Organizing Principles of Design
  - a. Balance
  - b. Proportion and Scale
  - c. Repetition
  - d. Pattern
  - e. Symmetry
  - f. Emphasis
  - g. Unity
  - h. Relationship between elements and principles
  
3. The World of Design
  - a. Recognizing design in everyday objects
  - b. Recognizing design in art
    - i. Historical periods
    - ii. Cultural differences
  
4. Working in Three Dimensions
  - a. Translating ideas into three dimensional forms
    - i. Multidirectional
    - ii. Non-sculptural
    - iii. Bas Relief
  
5. Materials
  - a. Meaning

- b. Ease of use
  - c. Traditional materials
  - d. New materials
6. Fabrication Techniques
- a. Additive
  - b. Subtractive
  - c. Constructive
  - d. Readymade
  - e. New technologies
7. Formal and Conceptual Approaches
- a. Planning
  - b. Problem solving
  - c. Processes
  - d. Conceptual strategies
8. Structure
- a. Principles
  - b. Efficiency
  - c. Physical forces
  - d. Joinery
9. Figuration
- a. Representational
  - b. Non-representational
10. Evolution of Three-Dimensional Design
- a. Historical development
  - b. Evolving context
    - i. Culture, genre, site, period, discipline, demographic
11. Contemporary Trends
- a. Interdisciplinary forms
  - b. Virtual design
  - c. Computer aided production

- d. Space age materials

Lab:

Lab activities will include:

1. Translating Ideas into Three Dimensional Form
  - a. Additive methods
  - b. Subtractive methods
  - c. Constructive methods
  - d. Readymade materials
  
2. Organization
  - a. Elements
  - b. Principles
  - c. Putting it all together
  
3. Problem solving
  - a. Evaluating work and making aesthetic judgments
  - b. Using historical references
  - c. Identifying medium based solutions
  
4. Composing in Three Dimensions - Studio Processes, Materials and Techniques
  - a. Woodwork
  - b. Metalwork
  - c. Plaster
  - d. Paper
  - e. Wire
  - f. Modern construction materials
  - g. Studio safety
  
5. Critique processes
  - a. Application of vocabulary
  - b. Historical context



- c. Cultural references
- d. Working in groups

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Audiovisual;
2. Demonstration;
3. Discussion;
4. Field trip;
5. Group Work;
6. Guest Lecturers;
7. In-class writing;
8. Instruction through examination or quizzing;
9. Laboratory;
10. Lecture;
11. Library;
12. Outside reading;
13. Peer analysis, critique & feedback;
14. Presentations (by students);
15. Problem Solving;
16. Project-based learning;
17. Skills Development and Performance;
18. Written work;

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

Library research, written essays, museum and gallery visits, attendance at cultural events.  
Example: Students are required to research a specific artist in order to more thoroughly understand his or her contribution to the field of three-dimensional design.

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

1. Projects. Example: Students plan, design and construct a 3-dimensional form using a specific material; project will be graded with a rubric.
2. Written assignments, which may include quizzes, essays, vocabulary lists, exams, or reports.  
Example: Students complete multiple choice quizzes to assess knowledge of presented lecture or demonstration content.
3. Participation. Example: Students will engage in group and individual critiques in oral or written formats.
4. Portfolio review. Example: Instructor and students will examine, discuss and critique the body of student work created during the semester.

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

No Author. (2000) No Textbook Is Required, , No Publisher  
This is for no textbook option

No Author. (2000) No Textbook Is Required, , No Publisher  
This is for no textbook option  
Roth, R., Pentak, S.. (2013) Design Basics 3D, , Wadsworth  
Stewart, M.. (2011) Launching the Imagination: A Comprehensive Guide  
to Basic Design, 4, McGraw-Hill

**Manuals**

**Periodicals**

**Software**

**Other**

29. **METHOD OF DELIVERY:** Online with some required face-to-face meetings ("Hybrid"); Online (purely online no face-to-face contact) ;iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Face to face;

30. **MINIMUM QUALIFICATIONS:** Art (Masters Required);

31. **APPROVALS:**

**Origination Date** 08/18/2013

**Last Outline Revision** 01/01/1999

**Curriculum Committee Approval** 10/04/2013

**Board of Trustees** 11/14/2013

**State Approval** 08/01/2014

**UC Approval** 50 = Summer 2000 **UC Approval Status** Approved

**CSU Approval** 50 = Summer 2000 **CSU Approval Status** Approved

**IGETC Approval** **IGETC Approval Status**

**CSU GE Approval** **CSU GE Approval Status**

## **Data Element Changes**

### **Data Justification**

**Course Element Changes** Change/Update Course Outline  
Proposal of new Distance Education indication

### **Course Change Justification**

**Course ID (CB00)** CCC000557224

**TOP Code (CB03)** 1002.00 - Art;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 3

**Course Units of Credit Minimum Low (CB07):** 3

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## ART C121 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ART C121
2. **COURSE TITLE:** Drawing I
3. **SHORT BANWEB TITLE:** Drawing I
4. **COURSE AUTHOR:** Sandvik, Loren
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 70 = Fall; 30 = Spring
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 70 = Fall, 2014
10. **C-ID:** ARTS 110
11. **CATALOG COURSE DESCRIPTION:** This is a studio course that introduces the principles, elements, and practices of drawing, employing a range of subject matter and drawing media. A strong focus is placed on perceptually based drawing, observational skills, technical abilities, and creative responses to materials and subject matter.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** P = Pass/No Pass;A = Audit

### 13. **TOTAL UNITS:** 3

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	1.5	27
Lab	1.5	81
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** Yes

**Fee:**  
10.00

#### **Justification:**

This fee pays for art materials that will result in art projects that students will take with them. Typical materials include: 50#, 120 sheet, 9 x 12 sketch pad, \$5.10; 60# white sulphite paper, 18 x 24 and 24 x 36, \$3.20; newsprint, \$2.94; drawing media (pencils, charcoal, powdered graphite, color pencils, pastels), \$14.57; eraser, \$0.73; and cardboard, \$1.58; for a total of \$28.12.

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer;Associate Degree Applicable (AA/AS);CSU Transfer

### 19. **STAND-ALONE:** No

## 20. **PROGRAM APPLICABILITY**

**Required:** Studio Arts for Transfer (AA Degree Program)

**Restricted Elective:**

**Elective:**

## 21. **GENERAL EDUCATION APPLICABILITY**

**Local:** CC GE Area III: Humanities = Active Participation;  
CC GE Area III: Humanities = Arts;

**IGETC:**

**CSU:** CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages = C1 - Arts, Dance, Music, Theater;

**UC Transfer Course:**

**CSU Transfer Course:**

## 22. **STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Observe and accurately render three-dimensional objects on a two-dimensional surface.
2. Create drawings that demonstrate the basic principles of spatial illusion through the application of linear, atmospheric, and other perspective systems.
3. Utilize a variety of lines and mark making in drawing.
4. Organize spaces and objects within a drawing according to basic principles of design and composition.
5. Accurately describe forms and space through gradations of value.
6. Utilize and apply a range of drawing materials and techniques.
7. Develop expressive content through manipulation of line, form, value, and composition.
8. Evaluate and critique class projects using relevant terminology in oral or written formats.
9. Examine and describe historical and contemporary developments, trends, materials, and approaches in drawing.

## 23. **REQUISITES**

## 24. **DETAILED TOPICAL OUTLINE:**

Lecture:

1. Observational skills
  - a. Negative space
  - b. Symbolic network
  - c. Detail
  - d. Gestalt
2. Proportional Measurements
  - a. Vertical axis
  - b. Horizontal axis
  - c. Quadrants
  - d. Grid patterns
  - e. Window viewers

3. Spatial Illusion
  - a. Linear perspective
  - b. Atmospheric perspective
  - c. Layering
4. Materials and Techniques
  - a. Paper weight
  - b. Paper tooth
  - c. Hand pressure
  - d. Hardness/Softness systems
  - e. Erasure
  - f. Powdered graphite
5. Expressive content
  - a. Definition and examples from history
  - b. Manipulation of line
  - c. Manipulation of form
  - d. Manipulation of value
  - e. Composition
6. History of drawing
  - a. Ancient
  - b. Renaissance
  - c. Recent history
7. Contemporary drawing
  - a. Development
  - b. Trends
  - c. Materials
  - d. Approaches

Lab:

1. Draw from observation

- a. Line to describe space and form
  - b. Blind contour drawing
  - c. Modified contour drawing
  - d. Value to describe space and form
  - e. Grid/quadrant techniques
2. Develop and apply design and organization (composition) to drawing assignments
    - a. Format
    - b. Line
    - c. Space
    - d. Value
    - e. Balance
    - f. Scale
3. Explore ranges of mark making
    - a. Stippling
    - b. Crosshatching
    - c. Continuous tone
    - d. Line weight
    - e. Line harmony
4. Expressive mark making
    - a. Blind contour marks
    - b. Frottage
    - c. Broken line
    - d. Hard pencil marks
    - e. Soft pencil marks
5. Critique process (oral or written)
    - a. Critical evaluation of class projects
    - b. Use of relevant terminology
    - c. Description of approach (e.g. abstract, realistic)

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Audiovisual;

2. Demonstration;
3. Discussion;
4. Field trip;
5. Group Work;
6. Guest Lecturers;
7. In-class writing;
8. Instruction through examination or quizzing;
9. Laboratory;
10. Lecture;
11. Library;
12. Outside reading;
13. Peer analysis, critique & feedback;
14. Presentations (by students);
15. Problem Solving;
16. Project-based learning;
17. Skills Development and Performance;
18. Written work;

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

Library research, image or material collection, written essays, museum and gallery visits, attendance at cultural events. Example: Students are required to research a specific artist, complete drawings in the style of that artist, and present their work to the class for review and critique.

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

1. Projects. Example: Students perform a guided drawing exercise in which they draw the contours of an object while limiting their view of the drawing paper (modified contour drawing).
2. Written assignments, which may include quizzes, essays, vocabulary lists, exams or reports. Example: Students complete a research report on a prominent artist from history.
3. Participation. Example: Students will engage in group and individual critiques in oral or written formats.
4. Portfolio review. Example: Instructor and students will examine, discuss and critique the body of student work created during the semester.

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Edwards, Betty. (2012) Drawing on the Right Side of the Brain, 4th, Penguin

**Manuals**

**Periodicals**

**Software**

**Other**

- 29. METHOD OF DELIVERY:** Online with some required face-to-face meetings ("Hybrid"); Online (purely online no face-to-face contact) ;iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Face to face;



30. **MINIMUM QUALIFICATIONS:** Art (Masters Required);

31. **APPROVALS:**

**Origination Date** 02/21/2014

**Last Outline Revision** 08/28/2009

**Curriculum Committee Approval** 03/09/2014

**Board of Trustees** 06/12/2014

**State Approval** 07/22/2014

**UC Approval** 50 = Summer 2000 **UC Approval Status** Approved

**CSU Approval** 50 = Summer 2000 **CSU Approval Status** Approved

**IGETC Approval** **IGETC Approval Status**

**CSU GE Approval** 50 = Summer 2000 **CSU GE Approval Status** Approved

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**Data Element Changes**

**Data Justification**

**Course Element Changes** Change/Update Course Outline  
Proposal of new Distance Education indication  
Add/Update course content

**Course Change Justification**

**Course ID (CB00)** CCC000318211

**TOP Code (CB03)** 1002.10 - Painting and Drawing;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 3

**Course Units of Credit Minimum Low (CB07):** 3

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## ART C131 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ART C131
2. **COURSE TITLE:** Painting I
3. **SHORT BANWEB TITLE:** Painting I
4. **COURSE AUTHOR:** Benson, Richard
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 70 = Fall; 30 = Spring; 50 = Summer
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 50 = Summer, 2015
10. **C-ID:** ARTS 210
11. **CATALOG COURSE DESCRIPTION:** This course is a beginning level studio arts course introducing the materials, methods, and techniques of painting as a means of creating two dimensional art images. The course focuses on exploration of painting materials, perceptual skills and color theory, paint mixing and technique, as well as creative responses to materials and subject matter.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** P = Pass/No Pass;A = Audit

### 13. **TOTAL UNITS:** 3

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	1.5	27
Lab	1.5	81
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** Yes

**Fee:**  
10.00

#### **Justification:**

This fee pays for painting materials that will result in projects that students take home with them. Typical materials include: paints, \$7.00; acrylic mediums, \$2.00; gesso, \$3.98; and canvas board, \$4.86; for a total of \$13.00.

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer;Associate Degree Applicable (AA/AS);CSU Transfer

### 19. **STAND-ALONE:** No

### 20. PROGRAM APPLICABILITY

**Required:**

**Restricted Elective:**

**Elective:** Studio Arts for Transfer (AA Degree Program)

## **21. GENERAL EDUCATION APPLICABILITY**

**Local:** CC GE Area III: Humanities = Active Participation;

**IGETC:**

**CSU:** CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages = C1 - Arts, Dance, Music, Theater;

**UC Transfer Course:**

**CSU Transfer Course:**

## **22. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Create paintings that evince a working knowledge of the physical properties of painting materials.
2. Organize and apply the basic formal elements and principles of design in paintings.
3. Apply the principles of perceptually and theoretically based color theory to painting projects.
4. Construct and prepare painting surfaces and supports.
5. Develop expressive content through manipulation of mark, color, value, and composition.
6. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.
7. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.
8. Safely handle and use studio painting materials and equipment.

## **23. REQUISITES**

**Advisory:**

ENGL C070

In Art C131, students are expected to read a standard college level art textbook as well as read relevant art essays. To that end, the reading skills of ENGL C070 strongly prepares students to succeed in Art C131 by making sure they have the following reading skills: ability to identify central points, distinguish major and minor supporting information, apply outlining skills, recognize the author's tone, distinguish fact from opinion, and annotate texts for a more complete understanding.

## **24. DETAILED TOPICAL OUTLINE:**

Lecture:

### A. Physical properties of painting materials

1. Transparent/Opaque
2. Glaze/Impasto
3. Fat over lean
4. Under-painting and layers of paint
5. Direct or Ala-Prima painting

### B. Organize the basic formal elements and principles of 2-D design in paintings

1. Overlapping forms or shapes
2. Balance or positive and negative space
3. Proportion of objects, symmetry and asymmetry

### C. Painting Styles

1. Still Life
2. Abstract
3. Collage

4. Photo real
5. Non-objective
  - a. Model form using the value or tonal under-painting
  - b. Model form using color
  - c. Model form using the logic of shadow and light-form, core and cast
  - d. shadows, half tones, highlights and reflected light

D. Perceptually and theoretically based color theory to painting projects

1. Value or tonal under-painting
2. Monochromatic color
3. Warm/cool color
4. Complimentary color
5. Local color
6. Tints, tones and shades
7. Saturated/Desaturated color

E. Preparation of painting surfaces and supports

1. Stretching a canvas
2. Preparation of a panel
3. Drying process of paint mediums
  - a. solvents- water
  - b. Paint mediums and varnishes
  - c. Paint coloration and drying process
  - d. Thickness of paint application and drying process
  - e. Mixing paint colors

F. Content through manipulation of mark, color and stroke

1. Palette knife
2. Brush strokes
3. Directional strokes
4. Mix media or collage applications
5. Strokes borrowed from traditional and contemporary artist

G. Class dialogue of historical and contemporary developments, trends, materials, and approaches in painting.

H. Critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.

I. Studio painting materials and equipment.

1. Mixed media
2. Organization of a paint palette
3. Cleaning brushes
4. Using an easel

Lab:

A. Physical properties of painting materials

1. Transparent/Opaque
2. Glaze/Impasto
3. Fat over lean
4. Under-painting and layers of paint
5. Direct or Ala-Prima painting

B. Organize the basic formal elements and principles of 2-D design in paintings

1. Overlapping forms or shapes
2. Balance or positive and negative space

3. Proportion of objects, symmetry and asymmetry

C. Perceptually and theoretically based color theory to painting projects

1. Value or tonal under-painting
2. Monochromatic color
3. Warm/cool color
4. Complimentary color
5. Local color
6. Tints, tones and shades
7. Saturated/Desaturated color

D. Preparation of painting surfaces and supports

1. Stretching a canvas
2. Preparation of a panel
3. Drying process of paint mediums
  - a. solvents- water
  - b. Paint mediums and varnishes
  - c. Paint coloration and drying process
  - d. Thickness of paint application and drying process
  - e. Mixing paint colors

E. Content through manipulation of mark, color and stroke

1. Palette knife
2. Brush strokes
3. Directional strokes
4. Mix media or collage applications
5. Strokes borrowed from traditional and contemporary artist

F. One on one discussion of historical and contemporary developments, trends, materials, and approaches in painting.

G. Studio painting materials and equipment.

1. Mixed media
2. Organization of a paint palette
3. Cleaning brushes
4. Using an easel

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Demonstration;
2. Discussion;
3. Lecture;
4. Outside reading;
5. Peer analysis, critique & feedback;
6. Presentations (by students);
7. Other Methods: Demonstrations of the use of appropriate materials and tools. Video, DVD, PowerPoint, or web based information. Individual and group critique and analysis of student projects. Student presentations.

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

Visit a gallery or museum and write a 2 to 3 page response to a specific artwork, artist, or body of work. Example: Attend the Maturango Museum exhibit titled, "Refractured Watercolors," and write a 2-3 page essay on the works of Jeni Bate, citing the specific style and painting techniques used

by the artist.

Write a 3-4 page paper on an aspect of painting, a specific artist, or artistic style of painting. Example: Write a 3-4 page paper covering the different paint mediums and the corresponding drying process for each medium.

Submit brief summaries of readings of handouts and art periodicals relevant to course topics. Examples: Write a brief summary of the perceptually and theoretically based color theory as it applies to painting technique. Read the article titled "Fractured Landscapes" from Blouin Artinfo, and write a brief summary on how Adam Friedman bends the laws of physics within his works.

Painting projects in addition to those assigned during lab hours may be assigned by the instructor, and will be completed as out-of-class assignments. Example: Paint a still-life of a minimum of three objects found around your house, demonstrating color theory, organization, proportion, and use of shadow.

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

1. Weekly classroom projects. Examples: Students will produce at least one painting in each of the following styles: still life, abstract, collage, photo real, and non-objective.
2. Long term projects. Example: Create a narrative painting project, utilizing all techniques and theories discussed in class.
3. Quizzes will be given on specific lecture and textbook topics. Example: A quiz will be given covering all aspects of the color wheel, tints and shades.
4. Projects will be evaluated collectively as the contents of a portfolio which will be assessed at the end of the course.
5. Participation. Students will be expected to participate in class discussions and projects.
6. Short essays on readings of class handouts, books, and periodicals. Example: Write a short essay on the organizational principles used in 2-D design in painting.
7. Students will attend a gallery or museum exhibits and submit a 2-3 page response to a specific painting or body of work. Example: Attend an art exhibit and write a 2-3 page essay on a specific artwork, artist, or body of work, citing specific styles, techniques, and/or major contributions by the artist.

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Robertson, J., McDaniel, C. (1999) Painting as a Language: Material, Technique, Form, and Content; 1st, Wadsworth-Cengage  
Only edition available, C-ID recommended text.  
Ocvirk, O. (2012) Art Fundamentals Theory and Practice, 12th, McGraw-Hill

**Manuals**

**Periodicals**

**Software**

**Other**

Handouts and periodicals. Periodical examples: Art in America, Art News, Art Forum.

**29. METHOD OF DELIVERY:** Online with some required face-to-face meetings ("Hybrid"); iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Online (purely online no face-to-face contact) ;Online course with on ground testing;Face to face;

**30. MINIMUM QUALIFICATIONS:** Art (Masters Required);

**31. APPROVALS:**

**Origination Date** 09/08/2014  
**Last Outline Revision** 08/28/2009  
**Curriculum Committee Approval** 10/17/2014  
**Board of Trustees** 12/18/2014  
**State Approval** 02/02/2015  
**UC Approval** 50 = Summer 2000 **UC Approval Status** Approved  
**CSU Approval** 50 = Summer 2000 **CSU Approval Status** Approved  
**IGETC Approval** **IGETC Approval Status**  
**CSU GE Approval** 50 = Summer 2000 **CSU GE Approval Status** Approved

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## **Data Element Changes**

### **Data Justification**

### **Course Element Changes**

### **Course Change Justification**

**Course ID (CB00)** CCC000347896

**TOP Code (CB03)** 1002.10 - Painting and Drawing;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 3

**Course Units of Credit Minimum Low (CB07):** 3

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## ART C141 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ART C141
2. **COURSE TITLE:** Introduction to Ceramics
3. **SHORT BANWEB TITLE:** Ceramics I
4. **COURSE AUTHOR:** Benson, Richard
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 70 = Fall; 30 = Spring; 50 = Summer
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 70 = Fall, 2014
10. **C-ID:** Number: Arts 230
11. **CATALOG COURSE DESCRIPTION:** This course introduces students to ceramics materials, concepts, and processes including basic design principles, creative development, hand-building, throwing, glaze techniques, firing and ceramic terminology. The course covers aesthetics and creative development of clay objects examining historical, contemporary, and personal modes of expression across cultures.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** P = Pass/No Pass; A = Audit

### 13. **TOTAL UNITS:** 3

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	1.5	27
Lab	1.5	81
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** Yes

**Fee:**  
10.00

#### **Justification:**

This fee pays for ceramics materials that will result in projects that students take home with them. Typical materials include: 50 lbs. clay, \$14.00; and 3 lbs. glazes, underglazes and slips, \$7.50; for a total of \$21.50.

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer; Associate Degree Applicable (AA/AS); CSU Transfer

### 19. **STAND-ALONE:** No



## 20. **PROGRAM APPLICABILITY**

**Required:** Studio Arts for Transfer (AA Degree Program)

**Restricted Elective:**

**Elective:** General Education ( )  
Liberal Arts: Arts & Humanities (AA Degree Program)

## 21. **GENERAL EDUCATION APPLICABILITY**

**Local:** CC GE Area III: Humanities = Active Participation;

**IGETC:**

**CSU:** CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages = C1 - Arts, Dance, Music, Theater;

**UC Transfer Course:**

**CSU Transfer Course:**

## 22. **STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Differentiate clay varieties and ceramic processes.
2. Create ceramic forms utilizing pinch, coil, soft slab, hard slab, and throwing techniques.
3. Produce and apply surface treatment to ceramic forms.
4. Assess and critique ceramics in group, individual, and written contexts using relevant critique formats, concepts and terminology.
5. Understand a safe use of studio equipment, tools, and materials.

## 23. **REQUISITES**

**Advisory:**  
ENGL C070  
Content Review/Content Review + Statistics

## 24. **DETAILED TOPICAL OUTLINE:**

Lecture:

- I. Clay types and formulation recognizing their relative advantages and limitations.
- II. The elements of art and ceramic terminology.
  - A. Forming the ceramic (clay) body into objects.
    1. Three dimensional design elements and principles.
    2. Skill building of handling materials.
  - B. Surface articulation using two dimensional design elements and principles.
  - C. Ceramic terminology such as clay body type and temperature of maturity, glaze content, type and temperature of maturity, and other related chemical materials and processes.
- III. Surface and firing techniques appropriate to an introductory study in ceramics, which may include

but are not limited to:

- A. Slips, engobes, and terra sigilata.
- B. Glazes.
- C. Burnishing.

IV. Firing processes and kiln firing.

- A. Raku.
- B. Bisque and low firing cone 06.
- C. Stoneware cone 10 gas/reduction.
- D. Cone 5-6 electric oxidation.

V. Visual problem solving exercises that develop ceramic work and require exploration and manipulation of the basic materials used to create ceramic works.

A. Object creation and physical manipulation of clay as a material:

1. Pinch pot manipulation.
2. Coiling.
3. Slab Built.
4. Wheel throwing.
5. Mold making, press molding, slip casting.

B. Surface Articulation

1. Texture and carving.
2. Slip//engobes and sgraffitto.
3. Glazing: Glaze theory and development

C. Geologic origin of clay and ceramic materials

VI. Elements and organizing principles of ceramics, including but not limited to: pinch, coil, soft slab,

hard slab, sgraffito, mishima, additive and subtractive techniques, and wheel work.

VII. Overview of ceramics as a major medium of artistic expression, including the history of clay and its role in historical and contemporary cultures as both artistic form and functional craft.

VIII. Critical evaluation and critique of class projects using correct terminology in oral or written formats.

IX. Studio, equipment, and material use and safety.

Lab:

I. Pinch pot hand building techniques.

II. Coil hand building techniques.

III. Slab techniques.

A. Soft hand building.

B. Leather hard hand building.

IV. Throwing on the wheel and trimming.

V. Combined techniques.

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Demonstration;
2. Discussion;
3. Group Work;
4. Instruction through examination or quizzing;
5. Laboratory;
6. Lecture;
7. Outside reading;
8. Performance;
9. Presentations (by students);
10. Project-based learning;
11. Skills Development and Performance;
12. Written work;
13. Other Methods: Demonstrations of the use of appropriate materials and tools. Video, DVD, PowerPoint, or web based information. Individual and group critique and analysis of student projects. Student presentations

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**  
Readings of Handouts created by instructor Periodicals relevant to course topics: (as examples)  
Ceramics Monthly Pottery Making Illustrated On line : Ceramicartsdaily.org/ Visiting gallery and  
Museum exhibits: (as examples) Bowers Museum / Orange Couty Maturango Museum / Ridgecrest

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

1. Weekly classroom projects. Example: Students plan, design and construct pinch pots (2 required).
2. Read the appropriate chapter in the text.
3. Classroom lecture and demonstration.
4. Lab time to complete required projects.
5. Long term projects. Example: assigned and independent works which involve student effort over an extended period of time for successful completion. Projects are evaluated individually through a daily routine of addressing students one on one during lab time, observing progress on projects in process or completed projects, and discussing the merits of the project and the progress with the student using an objective critique and critical analysis. Example: the instructor helps the student evaluate successful progress on projects through individual discussion of direct observations. Collectively, all of the assigned and independently initiated completed projects are evaluated as representing the effort by the student over the length of the semester. This collection of completed works comprises the contents of a "portfolio" which is assessed and evaluated at the end of the course.
6. Participation in classroom activity.
7. Attention to lectures and questions.
8. Adherence to studio procedures, safety, and clean up.
9. Using lab time in a productive manner.
10. Readings of class handouts, books, and periodicals.
11. Visiting gallery and museum exhibits.

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Peterson, S. (2002) Working with Clay, 2nd ed., Prentice Hall Inc  
To date the publisher has not created a new edition for this text.  
Rhodes, D. (2000) Clay and Glazes for the Potter, 3rd ed., Krause  
Publications  
This text and this edition are considered the definitive text for this field  
of knowledge. No new edition has been created by the publisher.

**Manuals**

**Periodicals**

(07/06/05) Ceramics Monthly, , ,

**Software**

**Other**

**29. METHOD OF DELIVERY:** Face to face;

**30. MINIMUM QUALIFICATIONS:** Art (Masters Required);

**31. APPROVALS:**

**Origination Date** 01/24/2014

**Last Outline Revision** 08/28/2009

**Curriculum Committee Approval** 02/22/2014

**Board of Trustees** 06/12/2014

**State Approval** 07/23/2014

**UC Approval** 50 = Summer 2000 **UC Approval Status** Approved

**CSU Approval** 50 = Summer 2000 **CSU Approval Status** Approved

**IGETC Approval** **IGETC Approval Status**

**CSU GE Approval** 50 = Summer 2000 **CSU GE Approval Status** Approved

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**Data Element Changes****Data Justification**

**Course Element Changes** Change/Update Course Outline  
Add/Update course content  
Title Change

**Course Change Justification**

**Course ID (CB00)** CCC000356719

**TOP Code (CB03)** 1002.30 - Ceramics;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 3

**Course Units of Credit Minimum Low (CB07):** 3

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## ART C151 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ART C151
2. **COURSE TITLE:** Sculpture I
3. **SHORT BANWEB TITLE:** Sculpture I
4. **COURSE AUTHOR:** Sandvik, Loren
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 70 = Fall; 30 = Spring
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 70 = Fall, 2014
10. **C-ID:** ARTS 240
11. **CATALOG COURSE DESCRIPTION:** This course introduces sculptural principles, concepts, processes and techniques. Modern materials and their relationship to design, form, and three-dimensional space are examined. A combined lecture and studio approach provides students with the opportunity to develop perceptual skills that enable them to create sculptures for personal artistic expression.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** P = Pass/No Pass; A = Audit

### 13. **TOTAL UNITS:** 3

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	1.5	27
Lab	1.5	81
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** Yes

**Fee:**  
20.00

#### **Justification:**

This fee pays for art materials that will result in art projects that students will take with them. Typical materials include: 20 gauge sheet metal, 2' x 4' sheet, \$8.25; fasteners (screws, pop-rivets), \$1.00; rebar tie wire, 130', \$1.33; 1/2" rebar, 20', \$7.11; nails, 20, \$0.20; furring strips, 8', \$0.89; and plaster, 30 lbs, \$5.84; for a total of \$24.62.

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer; Associate Degree Applicable (AA/AS); CSU Transfer

### 19. **STAND-ALONE:** No

## **20. PROGRAM APPLICABILITY**

**Required:**

**Restricted Elective:**

**Elective:** Studio Arts for Transfer (AA Degree Program)

## **21. GENERAL EDUCATION APPLICABILITY**

**Local:** CC GE Area III: Humanities = Active Participation;  
CC GE Area III: Humanities = Arts;

**IGETC:**

**CSU:** CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages = C1 - Arts, Dance, Music, Theater;

**UC Transfer Course:**

**CSU Transfer Course:**

## **22. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Express aesthetic or conceptual intents in various three dimensional media that may include several of the following, but are not limited to: plaster, clay, wood, stone, glass, bronze, iron, steel, concrete and the use of digital technologies such as 3D printers and scanners.
2. Produce sculpture projects using the basic tools and forming techniques of sculpture (manipulative, substitution, subtractive, additive, fabrication, assemblage etc.) in a safe and appropriate manner.
3. Display basic skills and craftsmanship in sculpture media using the formal principles of design and visual elements.
4. Create sculptural works that demonstrate understanding of representational, abstract, non-objective, or conceptual imagery.
5. Examine and describe historical and contemporary developments, trends, materials, and approaches in sculpture.
6. Assess and critique sculptural works in group, individual, and written contexts using relevant critique formats, concepts and terminology.
7. Safely utilize tools and specialized equipment.

## **23. REQUISITES**

## **24. DETAILED TOPICAL OUTLINE:**

Lecture:

1. Sculpture Principles
  - a. Subtractive
  - b. Additive
  - c. Fabrication
  - d. Casting/Mold Making
  - e. Installation
2. Imagery/Approaches
  - a. Representational
  - b. Abstract
  - c. Non-objective

- d. Conceptual
- 3. Artist's Habits and Behaviors
  - a. Creative thinking
  - b. Problem solving
  - c. Decision making
  - d. Process privileging
  - e. Productivity/ self sufficiency
- 4. Visual elements and design
  - a. Line
  - b. Shape
  - c. Texture
  - d. Time
  - e. Color
  - f. Kinetic
- 5. Analysis of individually, nationally and internationally produced artwork
  - a. Application of medium specific vocabulary
  - b. Historical
  - c. Cultural
  - d. Physical
  - e. Oral presentation of individually produced art
  - f. Written Interpretations of Artifacts
- 6. Contemporary trends in Sculpture
  - a. Artists
  - b. Materials
  - c. Subjects/Approaches

Lab:

- 1. Introduction to materials - Exploration and Manipulation
  - a. Metal
  - b. Wood
  - c. Plaster
  - d. Clay
  - e. Paper
  - f. Found object
- 2. Use of Tools



- a. Specialized equipment
  - b. Maintenance
  - c. Safety
  - d. Toxins
3. Focused Studio Projects - Issues and Processes
- a. Three dimensional awareness
  - b. Organizational principles
  - c. Additive
  - d. Subtractive
  - e. Metal Fabrication
  - f. Casting/Mold making
4. Skills building involving tools, processes and material manipulation
- a. Wood
    - i. cutting
    - ii. shaping
    - iii. bending
    - iv. drilling
    - v. fastening
    - vi. laminating
    - vii. sanding
    - viii. finishing
  - b. Metal
    - i. welding
    - ii. cutting
    - iii. shaping
    - iv. bending
    - v. drilling
    - vi. punching
    - vii. fastening
    - viii. grinding
    - ix. sanding
    - x. finishing
  - c. Clay
    - i. additive
    - ii. subtractive
    - iii. mixing

- iv. shaping
  - v. molding
- d. Mold making
  - i. Plaster
  - ii. clay
  - iii. cement
  - iv. latex
  - v. hydro cal
  - vi. resin
  - vii. plastic
  - viii. undercutting
  - ix. release agents
- e. Paper
  - i. cutting
  - ii. folding
  - iii. scale
  - iv. volume
- f. Found objects/Assemblage

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Audiovisual;
2. Demonstration;
3. Discussion;
4. Field trip;
5. Group Work;
6. Guest Lecturers;
7. In-class writing;
8. Instruction through examination or quizzing;
9. Laboratory;
10. Lecture;
11. Library;
12. Outside reading;
13. Peer analysis, critique & feedback;
14. Presentations (by students);
15. Problem Solving;
16. Project-based learning;
17. Skills Development and Performance;

18. Written work;

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

Library research, written essays, museum and gallery visits, attendance at cultural events related to art or sculpture. Example: Students are required to research a specific artist in order to more thoroughly understand his or her contribution to the field of sculpture.

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

1. Projects. Example: Students plan, design and construct a 3-dimensional form using a specific material; project will be graded with a rubric.

2. Written assignments, which may include quizzes, essays, vocabulary lists, exams, or reports. Example: Students complete multiple choice quizzes to assess knowledge of presented lecture or demonstration content.

3. Participation. Example: Students will engage in group and individual critiques in oral or written formats.

4. Portfolio review. Example: Instructor and students will examine, discuss and critique the body of student work created during the semester.

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

No Author. (2000) No Textbook Is Required, , No Publisher

This is for no textbook option

Williams, A.. (1995) Sculpture: Technique, Form, Content, 1995 Revised  
, Davis Publications

Standard text used in college level courses; C-ID recommended.

Kelly, J.. (2003) The Sculptural Idea, 4th, Waveland Press

Standard text used in college level courses; C-ID recommended.

Andrews, O.. (1988) Living Materials: A Sculptor's Handbook, 1st,  
University of California Press, Ltd.

Standard text used in college level courses; C-ID recommended.

No Author. (2000) No Textbook Is Required, , No Publisher

This is for no textbook option

No Author. (2000) No Textbook Is Required, , No Publisher

This is for no textbook option

No Author. (2000) No Textbook Is Required, , No Publisher

This is for no textbook option

**Manuals**

**Periodicals**

**Software**

**Other**

Library Research

Handouts serving as a review of proper safety rules and behaviors shall be disseminated.

29. **METHOD OF DELIVERY:** Face to face;

30. **MINIMUM QUALIFICATIONS:** Art (Masters Required);

31. **APPROVALS:**

**Origination Date** 02/21/2014

**Last Outline Revision** 08/28/2009

**Curriculum Committee Approval** 03/09/2014

**Board of Trustees** 06/12/2014

**State Approval** 07/23/2014

**UC Approval** 50 = Summer 2000 **UC Approval Status** Approved

**CSU Approval** 50 = Summer 2000 **CSU Approval Status** Approved

**IGETC Approval** **IGETC Approval Status**

**CSU GE Approval** 50 = Summer 2000 **CSU GE Approval Status** Approved

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**Data Element Changes**

**Data Justification**

**Course Element Changes** Change/Update Course Outline

**Course Change Justification**

**Course ID (CB00)** CCC000185505

**TOP Code (CB03)** 1002.20 - Sculpture;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 3

**Course Units of Credit Minimum Low (CB07):** 3

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## ANTH C111 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ANTH C111
2. **COURSE TITLE:** Cultural Anthropology
3. **SHORT BANWEB TITLE:**
4. **COURSE AUTHOR:** King, Sarah
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 30 = Spring; 70 = Fall
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 70 = Fall, 2016
10. **C-ID:** Anth 120
11. **CATALOG COURSE DESCRIPTION:** This course analyzes social and cultural factors of human behavior in the recent past and present. Students compare and contrast cultural traditions, practices and beliefs, and discuss the associated environmental and social factors that shape human cultures.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** P = Pass/No Pass; A = Audit

### 13. **TOTAL UNITS:** 3

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	3	54
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** No

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer; Associate Degree Applicable (AA/AS); CSU Transfer

### 19. **STAND-ALONE:** No

### 20. PROGRAM APPLICABILITY

**Required:** Associate in Arts Degree in Anthropology for Transfer (AA Degree Program)

**Restricted Elective:**

**Elective:** Associate in Arts in History for Transfer Degree (AA-T Degree Program)

Associate in Arts in History for Transfer Degree (AA-T Degree Program)

Associate in Arts in Political Science for Transfer (AA-T Degree Program)

General Education ()

Liberal Arts: Social & Behavioral Sciences (AA Degree Program)

## 21. **GENERAL EDUCATION APPLICABILITY**

**Local:** CC GE Area II: Social & Behavioral Science = Social;  
CC GE Area VI: Diversity = Diversity;

**IGETC:** IGETC Area 4: Social and Behavioral Sciences = 4A: Anthropology and Archaeology;

**CSU:** CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical = D1 - Anthropology and Archeology ;

**UC Transfer Course:**

**CSU Transfer Course:**

## 22. **STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Explain anthropological concepts, methods, and terminology.
2. Articulate an appreciation for diverse cultural traditions and beliefs.
3. Critique aspects of human social and cultural life from an anthropological perspective.
4. Identify the environmental and social factors associated with cultural diversity and cultural change.

## 23. **REQUISITES**

**Advisory:**

ENGL C070

Content Review/Content Review + Statistics

## 24. **DETAILED TOPICAL OUTLINE:**

Lecture:

### **Course Objectives:**

1. Define the scope of anthropology and discuss the role of cultural anthropology within the discipline.
2. Recognize the methods, theories and perspectives used to study and understand human cultures.
3. Explain the importance of the ethnographic method in the study of culture.
4. Employ the relativist perspective while discussing cultural variation.
5. Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.
6. Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups.
7. Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.

### **Course Outline:**

1. Anthropological theories, methods and perspectives
  - a. Subdivisions of Anthropology
    - i. Cultural Anthropology
    - ii. Physical Anthropology
    - iii. Archaeology
    - iv. Linguistic Anthropology
  - b. Anthropology as a Social and Behavioral Science

- c. The Anthropological Perspective
    - i. Holism
    - ii. The Concept of Culture
    - iii. Cultural Relativity and Ethnocentrism
    - iv. Positivism
    - v. Reflexive Approach
  - d. Methods
    - i. Fieldwork
    - ii. Participant Observation
    - iii. Interview
    - iv. Survey
    - v. Recording methods
    - vi. Data types
  - e. Professional Ethics
2. Subsistence patterns
- a. Economic Anthropology
    - i. Production
    - ii. Consumption
    - iii. Distribution
    - iv. Exchange
  - b. Division of labor
  - c. Food collecting Societies
  - d. Food producing Societies
3. Social, political and economic organizations
- a. Power
    - i. Power in Non-state societies
    - ii. Power in State-level societies
  - b. Band
  - c. Tribe
  - d. Chiefdom
  - e. State
4. Language and communication
- a. Origins of language
  - b. Components of human language
  - c. Pidgins/Creoles
  - d. Ideology and Language

- e. Symbolism
- 5. Family and kinship
  - a. Kinship
    - i. Descent
    - ii. Kinship diagrams
    - iii. Kinship terminology
    - iv. Lineages
  - b. Marriage
    - i. Spouse choice
    - ii. Patterns of residence
    - iii. Forms of marriage
    - iv. Marriage rituals and obligations
- 6. Belief systems
  - a. Ritual
    - i. Rites of Passage
  - b. Religion
  - c. Secularism
  - d. Spirituality
  - e. Witchcraft
  - f. Worldview
- 7. Art and expressive culture
  - a. Art
  - b. Authenticity
  - c. Play
  - d. Sport
  - e. Symbolism
- 8. Ethnicity and race
  - a. Race and biology
  - b. Cross-cultural definitions of race
  - c. Origins of race concept
  - d. Ethnicity and Identity
- 9. Gender and sexuality
  - a. Sex
    - i. Biological definitions
    - ii. Intersex individuals
  - b. Gender



- i. Cultural construction
    - ii. Multi-gender societies
  - c. Sexuality
- 10. Social inequality and Colonialism
  - a. Caste systems
  - b. Social Class
  - c. Social status
  - d. Repressive change
    - i. Acculturation
    - ii. Ethnocide
    - iii. Genocide
  - e. Reactions to change
    - i. Revitalization
    - ii. Syncretism

- 11. Globalization and culture change
  - a. Cultural flows
  - b. Mechanisms of change
  - c. Modernization
  - d. Structural power
  - e. Structural violence

- 12. Applied anthropology
  - a. Human rights
  - b. Indigenous rights
  - c. Medical anthropology

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

- 1. Discussion;
- 2. Lecture;
- 3. Outside reading;
- 4. Other Methods: Classroom participation and outside research

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

Reading - Assigned readings from text book, example: "Read pgs 387-415 in your text. Pay close attention to the sections on structural violence and be ready to discuss it in class." Research paper - 1500 word research paper comparing cross-cultural beliefs and practices, example: "Choose a practice that is either taboo or controversial in your own culture, but generally accepted or encouraged in another (either modern or past). Describe the practice, any underlying beliefs/values behind the practice and its possible function in the culture. What are the important

differences between the cultures that make the practice acceptable in one but not the other? "

27. **METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

Quizzes and exams - A midterm worth 20% of the overall grade consisting of multiple choice questions and short answer essay questions scored with a rubric.

Research paper - A 1500 word essay on a chosen topic requiring at least 6 outside references. Scored with a rubric.

Discussion and participation - Class discussions on the major topics and debates that arise from the text and lecture. For instance: "What are the possible roles of marriage in a community? How do these differ between cultures?" Students are scored using a rubric based on active participation in the discussion and their use of outside sources, lectures and the text in building their arguments.

28. **TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Schultz, E.,A., R.H. Lavenda. (2014) Cultural Anthropology: A Perspective on the Human Condition, 9, Oxford University Press

**Manuals**

**Periodicals**

**Software**

**Other**

29. **METHOD OF DELIVERY:** Online with some required face-to-face meetings ("Hybrid"); Online (purely online no face-to-face contact) ;iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Face to face;

30. **MINIMUM QUALIFICATIONS:** Anthropology (Masters Required);

31. **APPROVALS:**

**Origination Date** 07/29/2015

**Last Outline Revision** 02/10/2012

**Curriculum Committee Approval** 09/18/2015

**Board of Trustees** 11/03/2015

**State Approval** 12/03/2015

**UC Approval** 50 = Summer 2000 **UC Approval Status** Approved

**CSU Approval** 50 = Summer 2000 **CSU Approval Status** Approved

**IGETC Approval** 30 = Spring 2000 **IGETC Approval Status** Approved

**CSU GE Approval** 30 = Spring 2000 **CSU GE Approval Status** Approved

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**Data Element Changes**

**Data Justification**

**Course Element Changes**

**Course Change Justification**

**Course ID (CB00)** CCC000296937

**TOP Code (CB03)** 2202.00 - Anthropology;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06): 3**

**Course Units of Credit Minimum Low (CB07): 3**

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Liberal Arts and Sciences;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## ANTH C121 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ANTH C121
2. **COURSE TITLE:** Physical Anthropology
3. **SHORT BANWEB TITLE:** Physical Anthropology
4. **COURSE AUTHOR:** King, Sarah
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 30 = Spring; 70 = Fall; 50 = Summer
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 70 = Fall, 2013
10. **C-ID:**
11. **CATALOG COURSE DESCRIPTION:** This course examines humans as biological organisms from an evolutionary perspective. Areas covered include concepts, methods, findings, and issues in the study of the order primates, including relationships between fossil monkeys, apes and humans, and the significance of genetic diversity among modern populations.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** P = Pass/No Pass; A = Audit

### 13. **TOTAL UNITS:** 3

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	3	54
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** No

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer; Associate Degree Applicable (AA/AS); CSU Transfer

### 19. **STAND-ALONE:** No

### 20. PROGRAM APPLICABILITY

**Required:**

**Restricted Elective:**

**Elective:** General Education ( )  
Liberal Arts: Social & Behavioral Sciences (AA Degree Program)

### 21. GENERAL EDUCATION APPLICABILITY

**Local:** CC GE Area I: Natural Science = Life Sciences;  
CC GE Area II: Social & Behavioral Science = Social;

**IGETC:** IGETC Area 4: Social and Behavioral Sciences = 4A: Anthropology and Archaeology;  
IGETC Area 5: Physical and Biological Sciences = 5B: Biological Science without a Lab;

**CSU:** CSU GE Area B: Physical and its Life Forms(mark all that apply) = B2 - Life Science;  
CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical = D1 - Anthropology and Archeology  
;

**UC Transfer Course:**

**CSU Transfer Course:**

## **22. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Explain the key theories and concepts related to the forces of evolution, including mutation, natural selection, genetic drift, and gene flow.
2. Identify living primates species and discuss their social organizations, behavior, and language ability.
3. Describe the sequence of hominin evolution and discuss the fossil evidence.
4. Analyze the place of humanity in nature including the physical differences in humans.

## **23. REQUISITES**

**Advisory:** Advisory Students are expected to read and comprehend a college-level text book explaining complex anthropological theories. In addition, they must critically analyze advanced scholarly articles for a research paper. The reading advisory level ensures students have the skills necessary for success in these assignments. Reading - 1 Level Prior to Transfer

Advisory Students in this course are required to write a research paper as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. The writing advisory level ensures students have the skills necessary for success in these assignments. Writing - 1 Level Prior to Transfer

## **24. DETAILED TOPICAL OUTLINE:**

Lecture:

1. The Discipline of Anthropology
  - a. Cultural Anthropology
  - b. Physical Anthropology
  - c. Archaeology
  - d. Linguistic Anthropology
2. Research Methods, and Basic Concepts
  - a. Field methods
  - b. Dating techniques
3. Evolution, Natural Selection, and the Basic Theory of Inheritance
  - a. Charles Darwin: Natural Selection and Sexual Selection
  - b. Gregor Mendel and the Laws of Heredity
  - c. Polygenic Inheritance
4. The Cell
  - a. Mitosis
  - b. Meiosis
  - c. Chromosomes
5. DNA
  - a. DNA Replication
  - b. Protein Synthesis

6. Population Genetics
  - a. Natural Selection
  - b. Mutation
  - c. Gene flow
  - d. Genetic drift
7. Human Variation
  - a. Acclimatization
  - b. Physiological Adaptation
  - c. Developmental Adaptation
  - d. Race and racism
8. The Skeleton
  - a. Growth and Development
  - b. Major bones and landmarks
9. Introduction to Primates – Origins and Evolution
  - a. Primate characteristics and skeletal morphology
  - b. Fossil evidence
10. Introduction to Living Primates
  - a. Living primate species
  - b. Primate Social organizations and cultural behavior
11. The Evolution of the Hominidae
  - a. Early Hominins
  - b. The Rise of Homo
12. Origins and spread of "anatomically modern humans"
  - a. The Multiregional Model
  - b. The Out of Africa Population Replacement Model
  - c. Peopling of Australia and Oceania
  - d. Peopling of the Americas

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Discussion;
2. Lecture;
3. Outside reading;
4. Other Methods: Classroom participation and outside research

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

Reading - Assigned readings from text book, example: "Read pgs 19 - 39 in your text. Be ready to discuss the key points in Darwin's theory of evolution." Research paper - 1500 word research paper analyzing the representation of anthropology in the news media. Students compare and contrast scientific reporting and scholarly research (fossil discoveries, genetic research, etc) and discuss the influence of the news media on public perception of anthropological research.

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

Quizzes and exams - Exams will be given throughout the semester, consisting of multiple choice questions and short answer essay questions scored with a rubric.

Research paper - A 1500 word essay on a chosen topic requiring at least 6 outside references.

Scored with a rubric.

Discussion and participation - Class discussions on the topics and debates that arise from the text and lecture. For instance: "What is the importance of play in primate development and learning?" Students are scored using a rubric based on active participation in the discussion and their use of outside sources, lectures and the text in building their arguments.

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Larsen, C.S.. (2010) Essentials of Physical Anthropology: Discovering Our Origins, W.W. Norton & Company

**Manuals**

**Periodicals**

**Software**

**Other**

29. **METHOD OF DELIVERY:** Online (purely online no face-to-face contact) ;Online with some required face-to-face meetings ("Hybrid");iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Face to face;

30. **MINIMUM QUALIFICATIONS:** Anthropology (Masters Required);

31. **APPROVALS:**

**Origination Date** 02/05/2013

**Last Outline Revision** 02/10/2012

**Curriculum Committee Approval** 04/12/2013

**Board of Trustees** 06/13/2013

**State Approval**

**UC Approval** 50 = Summer 2000 **UC Approval Status** Approved

**CSU Approval** 50 = Summer 2000 **CSU Approval Status** Approved

**IGETC Approval** 50 = Summer 2000 **IGETC Approval Status** Approved

**CSU GE Approval** 50 = Summer 2000 **CSU GE Approval Status** Approved

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**Data Element Changes**

**Data Justification**

**Course Element Changes**

**Course Change Justification**

**Course ID (CB00)** CCC000256761

**TOP Code (CB03)** 2202.00 - Anthropology;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 3

**Course Units of Credit Minimum Low (CB07):** 3

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;



# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## ANTH C121H COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ANTH C121H
2. **COURSE TITLE:** Physical Anthropology Honors
3. **SHORT BANWEB TITLE:** Physical ANTH: Honors
4. **COURSE AUTHOR:** King, Sarah
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 70 = Fall; 30 = Spring
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC New Course
9. **START TERM:** 70 = Fall, 2013
10. **C-ID:**
11. **CATALOG COURSE DESCRIPTION:** This course examines humans as biological organisms from an evolutionary perspective. Areas covered include concepts, methods, findings, and issues in the study of the order primates, including relationships between fossil monkeys, apes and humans, and the significance of genetic diversity among modern populations. The honors course provides more content and requires greater intensity and depth of study than the non-honors class.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** A = Audit; P = Pass/No Pass

### 13. **TOTAL UNITS:** 4

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	4	72
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** No

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer; Associate Degree Applicable (AA/AS); CSU Transfer

### 19. **STAND-ALONE:** No

### 20. PROGRAM APPLICABILITY

**Required:**

**Restricted Elective:**

**Elective:** General Education ()  
Liberal Arts: Social & Behavioral Sciences (AA Degree Program)

## 21. **GENERAL EDUCATION APPLICABILITY**

**Local:** CC GE Area I: Natural Science = Life Sciences;  
CC GE Area II: Social & Behavioral Science = Social;

**IGETC:** IGETC Area 4: Social and Behavioral Sciences = 4A: Anthropology and Archaeology;  
IGETC Area 5: Physical and Biological Sciences = 5B: Biological Science without a Lab;

**CSU:** CSU GE Area B: Physical and its Life Forms(mark all that apply) = B2 - Life Science;  
CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical = D1 - Anthropology and Archeology  
;

**UC Transfer Course:**

**CSU Transfer Course:**

## 22. **STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Explain the key theories and concepts related to the forces of evolution, including mutation, natural selection, genetic drift, and gene flow.
2. Identify living primates species and discuss their social organizations, behavior, and language ability.
3. Describe the sequence of hominin evolution and discuss the fossil evidence.
4. Analyze the place of humanity in nature including the physical differences in humans.
5. Design an independent study and critically analyze knowledge about human origins.

## 23. **REQUISITES**

**Advisory:** Advisory Students are expected to read and comprehend a college-level text book explaining complex anthropological theories. In addition, they must critically analyze advanced scholarly articles for a research paper. The reading advisory level ensures students have the skills necessary for success in these assignments. Reading - 1 Level Prior to Transfer

Advisory Students in this course are required to write a research paper as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. The writing advisory level ensures students have the skills necessary for success in these assignments. Writing - 1 Level Prior to Transfer

## 24. **DETAILED TOPICAL OUTLINE:**

Lecture:

1. The Discipline of Anthropology
  - a. Cultural Anthropology
  - b. Physical Anthropology
  - c. Archaeology
  - d. Linguistic Anthropology
2. Research Methods, and Basic Concepts
  - a. Field methods
  - b. Dating techniques
3. Evolution, Natural Selection, and the Basic Theory of Inheritance
  - a. Charles Darwin: Natural Selection and Sexual Selection
  - b. Gregor Mendel and the Laws of Heredity
  - c. Polygenic Inheritance
4. The Cell
  - a. Mitosis
  - b. Meiosis
  - c. Chromosomes

5. DNA
  - a. DNA Replication
  - b. Protein Synthesis
6. Population Genetics
  - a. Natural Selection
  - b. Mutation
  - c. Gene flow
  - d. Genetic drift
7. Human Variation
  - a. Acclimatization
  - b. Physiological Adaptation
  - c. Developmental Adaptation
  - d. Race and racism
8. The Skeleton
  - a. Growth and Development
  - b. Major bones and landmarks
9. Introduction to Primates – Origins and Evolution
  - a. Primate characteristics and skeletal morphology
  - b. Fossil evidence
10. Introduction to Living Primates
  - a. Living primate species
  - b. Primate Social organizations and cultural behavior
11. The Evolution of the Hominidae
  - a. Early Hominins
  - b. The Rise of Homo
12. Origins and spread of “anatomically modern humans”
  - a. The Multiregional Model
  - b. The Out of Africa Population Replacement Model
  - c. Peopling of Australia and Oceania
  - d. Peopling of the Americas

13. Include research that provides further depth of knowledge in the outlined areas of study.

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Discussion;
2. Lecture;
3. Outside reading;
4. Other Methods: Classroom participation and outside research

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

Reading - Assigned readings from text book, example: "Read pgs 19 - 39 in your text. Be ready to discuss the key points in Darwin's theory of evolution." Research paper - 1500 word research paper analyzing the representation of anthropology in the news media. Students are required to

compare and contrast scientific reporting and scholarly research (fossil discoveries, genetic research, etc) and discuss the influence of the news media on public perception of anthropological research. Writing/group assignment - Students write a critical review of a peer-reviewed journal article; this should include an analysis of the methods, research and underlying assumptions. Students then share their critical reviews via oral presentations with their classmates and provide each other with commentary and feedback. Research paper (honors section) - an additional 3000 word research paper on a chosen topic requiring at least 10 outside references. Scored with a rubric.

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

Quizzes and exams - Exams will be given throughout the semester, consisting of multiple choice questions and short answer essay questions scored with a rubric.

Research paper - A 1500 word essay on a chosen topic requiring at least 6 outside references. Scored with a rubric.

Discussion and participation - Class discussions on the topics and debates that arise from the text and lecture. For instance: "What is the importance of play in primate development and learning?" Students are scored using a rubric based on active participation in the discussion and their use of outside sources, lectures and the text in building their arguments.

Research paper (honors section) - an additional 3000 word research paper on a chosen topic requiring at least 10 outside references. Scored with a rubric.

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Larsen, C.S.. (2010) Essentials of Physical Anthropology: Discovering Our Origins, W.W. Norton & Company

**Manuals**

**Periodicals**

**Software**

**Other**

**29. METHOD OF DELIVERY:** iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Online with some required face-to-face meetings ("Hybrid");Face to face;

**30. MINIMUM QUALIFICATIONS:** Anthropology (Masters Required);

**31. APPROVALS:**

**Origination Date** 02/05/2013

**Last Outline Revision**

**Curriculum Committee Approval** 04/12/2013

**Board of Trustees** 06/13/2013

**State Approval** 07/18/2013

**UC Approval UC Approval Status** Proposed

**CSU Approval** 50 = Summer 2013 **CSU Approval Status** Approved

**IGETC Approval IGETC Approval Status** Proposed

**CSU GE Approval CSU GE Approval Status** Proposed

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**Data Element Changes**

**Data Justification** There are currently no honors courses available in anthropology and yet it is a

key area for general education requirements. Since Anth 121 is the most popular anthropology course, it is well-suited for the creation of an honors section.

**Course Element Changes**

**Course Change Justification**

**Course ID (CB00)** CCC000547176

**TOP Code (CB03)** 2202.00 - Anthropology;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 4

**Course Units of Credit Minimum Low (CB07):** 4

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## ANTH C131 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ANTH C131
2. **COURSE TITLE:** Archaeology
3. **SHORT BANWEB TITLE:**
4. **COURSE AUTHOR:** King, Sarah
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 70 = Fall; 30 = Spring
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 70 = Fall, 2016
10. **C-ID:** ANTH C150
11. **CATALOG COURSE DESCRIPTION:** This course is an introduction to the study of archaeology. The course includes a discussion of the nature of scientific inquiry; the history and interdisciplinary nature of archaeological research; dating techniques; methods of survey, excavation, analysis, and interpretation; cultural resource management; professional ethics; and selected cultural sequences.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** P = Pass/No Pass; A = Audit

### 13. **TOTAL UNITS:** 3

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	3	54
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** No

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer; Associate Degree Applicable (AA/AS); CSU Transfer

### 19. **STAND-ALONE:** No

### 20. PROGRAM APPLICABILITY

**Required:** Associate in Arts Degree in Anthropology for Transfer (AA Degree Program)

**Restricted Elective:**

**Elective:** General Education ( )

Liberal Arts: Social & Behavioral Sciences (AA Degree Program)

### 21. GENERAL EDUCATION APPLICABILITY

**Local:** CC GE Area I: Natural Science = Life Sciences;  
CC GE Area II: Social & Behavioral Science = Economic & Political;

**IGETC:** IGETC Area 4: Social and Behavioral Sciences = 4A: Anthropology and Archaeology;  
IGETC Area 5: Physical and Biological Sciences = 5B: Biological Science without a Lab;

**CSU:** CSU GE Area B: Physical and its Life Forms(mark all that apply) = B2 - Life Science;  
CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical = D1 - Anthropology and Archeology  
;

**UC Transfer Course:**

**CSU Transfer Course:**

**22. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Identify the various archaeological theories, methods, and techniques used to investigate the human past.
2. Describe the nature of scientific inquiry and its application in archaeological research.
3. Articulate the goals and the legal, operational, and ethical framework of cultural resource management and heritage preservation.
4. Analyze the relationship between anthropology and archaeology.

**23. REQUISITES**

**Advisory:**  
ENGL C070  
Content Review/Content Review + Statistics

**24. DETAILED TOPICAL OUTLINE:**

Lecture:

1. History and nature of archaeological research
  - a. Anthropology
    - i. Four fields
    - ii. Holistic approach
  - b. Origins of Archaeology
    - i. Catastrophism
    - ii. Uniformitarianism
    - iii. Darwin and evolutionary theory
    - iv. Three-age system
    - v. Early fieldwork
      1. Thomas Jefferson
      2. Pitt-Rivers
2. Types of archaeological data
  - a. Lithics
  - b. Ceramics
  - c. Metal
  - d. Textiles
  - e. Faunal remains

- f. Human remains
- g. Plant material
- 3. Archaeological theory and models and their relationship to data
  - a. Cultural historical approach
  - b. Ecological approach
  - c. Processual Archaeology
  - d. Post-Processual Archaeology
- 4. Dating techniques
  - a. Relative dating
    - i. Stratigraphy
    - ii. Seriation
    - iii. Biostratigraphy
    - iv. Fluorine dating
  - b. Absolute dating
    - i. Dendrochronology
    - ii. Radiometric dating
    - iii. Amino acid racemization
    - iv. Thermoluminescence
- 5. Methods of survey
  - a. Reconnaissance
  - b. Sampling
  - c. Aerial/satellite photography
  - d. Remote sensing
  - e. Geographical Information System (GIS)
  - f. Mapping
- 6. Excavation methods
  - a. Plotting the grid
  - b. Tools and materials
  - c. Sieving and Flotation
  - d. Recording
- 7. Archaeological analysis and interpretation
  - a. Formation process
  - b. Distribution
  - c. Production
  - d. Consumption
  - e. Meaning



8. Cultural resource/heritage management

- a. Salvage archaeology
- b. Laws and Regulations
- c. Preservation and Curation
- d. Education

9. Archaeological ethics and community relations

- a. Ethics
- b. Public outreach
- c. Repatriation
- d. Access and Ownership
  - i. Colonialism
  - ii. Indigenous perspectives
  - iii. Scientific community perspectives

10. Cultural sequences. Sequences may include, but are not limited to the following:

- a. Paleolithic
  - i. Middle Paleolithic in Europe and Africa
  - ii. Upper Paleolithic of Europe
  - iii. Colonization of the Americas
  - iv. Colonization of Australia and the Pacific
- b. Origins of domestication and agriculture
  - i. Near East
  - ii. Africa
  - iii. East and Central Asia
  - iv. North America
  - v. Mesoamerica
  - vi. South America
- c. Rise of complexity
  - i. Ancestral Puebloan
  - ii. Ancient China
  - iii. Aztec
  - iv. Catalhoyuk
  - v. Chimu
  - vi. Egypt
  - vii. Great Zimbabwe
  - viii. Hohokam
  - ix. Inca

- x. Indus Valley
- xi. Maya
- xii. Mesolithic and Neolithic of Europe
- xiii. Mesopotamia
- xiv. Minoan Crete
- xv. Mississippian
- xvi. Moche
- xvii. Mogollon
- xviii. Olmec
- xix. Tiwanaku
- xx. Wari

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

- 1. Audiovisual;
- 2. Discussion;
- 3. Lecture;
- 4. Outside reading;
- 5. Written work;

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

Reading - Assigned readings from text book, example: "Read pgs 387-415 in your text. Pay close attention to the sections on radiometric dating techniques and be ready to discuss them in class."  
 Research paper - 1500 word research paper comparing cross-cultural examples of rising complexity, example: "What is the role of writing (or record keeping) in the development of complex societies? Is it a necessary component for civilizations to function properly? Choose one complex civilization from around the world to answer these questions. Analyze the role of record keeping in that civilization."

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

- 1. Quizzes and exams. Students may have short quizzes, for example, on a single chapter's worth of material, or longer exams such as a midterm.
- 2. Prepared Class Discussion Assignments. Students may be presented with leading questions for discussion based on the material from each section. They could be required to report on their findings, either orally in class or written comments in a threaded discussion group.
- 3. Written reviews of films, articles, newspaper reports, etc. In addition to the regular textbook material, students could be required to prepare written reviews of other class-related materials as appropriate.
- 4. Research Papers. Students may be required to prepare several papers that will require further research into materials from each class segment. These could range from brief (one page) reports submitted as homework, to complete essays (3-5 pages) which form a major part of their grade.

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Feder, K., L.. (2014) The Past in Perspective: An Introduction to Human Prehistory, 6th, Oxford Univ. Press

**Manuals****Periodicals****Software****Other**

29. **METHOD OF DELIVERY:** Online with some required face-to-face meetings ("Hybrid"); Online (purely online no face-to-face contact) ;iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Face to face;

30. **MINIMUM QUALIFICATIONS:** Anthropology (Masters Required);

**31. APPROVALS:**

**Origination Date** 07/29/2015

**Last Outline Revision** 02/10/2012

**Curriculum Committee Approval** 09/18/2015

**Board of Trustees** 11/03/2015

**State Approval** 12/03/2015

**UC Approval** 70 = Fall 2002 **UC Approval Status** Approved

**CSU Approval** 70 = Fall 2002 **CSU Approval Status** Approved

**IGETC Approval** 70 = Fall 2002 **IGETC Approval Status** Approved

**CSU GE Approval** 70 = Fall 2002 **CSU GE Approval Status** Approved

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**Data Element Changes****Data Justification****Course Element Changes****Course Change Justification**

**Course ID (CB00)** CCC000285098

**TOP Code (CB03)** 2202.20 - Archaeology;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 3

**Course Units of Credit Minimum Low (CB07):** 3

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Liberal Arts and Sciences;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## ANTH C141 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ANTH C141
2. **COURSE TITLE:** Native Peoples of North America
3. **SHORT BANWEB TITLE:** Native Peoples of N.America
4. **COURSE AUTHOR:** King, Sarah
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 70 = Fall; 30 = Spring; 50 = Summer
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC New Course
9. **START TERM:** 70 = Fall, 2015
10. **C-ID:** N/A
11. **CATALOG COURSE DESCRIPTION:** This course is an anthropological survey of the peoples and cultures of North America. It emphasizes native ecological adaptations, languages, social organizations, religion, world view, and artistic representations. Students critically examine the impact of tribal nations on each other, as well as the interactions with other groups of people. This course examines the roots of present-day conditions of Native communities and the contributions of Native Americans to the cultures of the Americas.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** P = Pass/No Pass; A = Audit

### 13. **TOTAL UNITS:** 3

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	3	54
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** No

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer; Associate Degree Applicable (AA/AS); CSU Transfer

### 19. **STAND-ALONE:** No

### 20. PROGRAM APPLICABILITY

**Required:** Associate in Arts Degree in Anthropology for Transfer (AA Degree Program)  
General Education ()

**Restricted Elective:**

**Elective:**

## 21. **GENERAL EDUCATION APPLICABILITY**

**Local:** CC GE Area II: Social & Behavioral Science = Ethnic Studies;

**IGETC:** IGETC Area 4: Social and Behavioral Sciences = 4A: Anthropology and Archaeology;  
IGETC Area 4: Social and Behavioral Sciences = 4C: Ethnic Studies;

**CSU:** CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical = D1 - Anthropology and Archeology ;  
CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical = D3 - Ethnic Studies;

**UC Transfer Course:**

**CSU Transfer Course:**

## 22. **STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Compare and contrast theories about human migrations to the Americas, and differentiate between the various prehistoric cultural traditions in North America.
2. Examine the different Native American culture areas and distinguish among the types of Native American cultural systems and sub-systems.
3. Categorize and examine different processes, causes, and consequences of Native American culture change and population decline or increase.
4. Assess Native American influences on modern North American cultures.
5. Evaluate the main research techniques employed by anthropologists, formulate hypotheses, and critically evaluate explanations for Native American customs and cultural variation.

## 23. **REQUISITES**

**Advisory:**

ENGL C070

Content Review

Students are expected to read and comprehend a college-level texts explaining complex anthropological theories. In addition, they must critically analyze advanced scholarly articles for a research project. Students are also expected to write papers as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. The advisory level ensures students have the skills necessary for success in these assignments.

## 24. **DETAILED TOPICAL OUTLINE:**

Lecture:

1. Introduction to anthropology
  - a. Four fields
    - i. Cultural Anthropology
    - ii. Archaeology
    - iii. Physical Anthropology
    - iv. Linguistic Anthropology
  - b. Sociocultural approaches
  - c. Cultural relativism
  - d. Ethnocentrism
2. History of research
  - a. Colonialism
  - b. Oral histories

- c. Folklore from primary sources
  - d. Written history
  - e. Anthropological approaches
  - f. Ethics and debates
3. Peopling of the New World
- a. Linguistic patterns
  - b. Genetic patterns
  - c. Migration
4. Pre-contact North America
- a. Archaeological method and theory
  - b. Culture areas
    - i. Arctic
    - ii. Subarctic
    - iii. Northwest Coast
    - iv. California
    - v. Plateau
    - vi. Great Basin
    - vii. Southwest
    - viii. Plains
    - ix. Southeast
    - x. Northeast Woodlands
  - c. Monumental architecture
  - d. Trade
  - e. Environmental Adaptations
5. Linguistic diversity
- a. Migration
  - b. Origins of tribal relationships
  - c. Reflections of world view
  - d. Linguistic links between groups
6. Social and political organization
- a. Gender roles
  - b. Political pacts
  - c. Trade relations
  - d. Kinship organization
  - e. Warfare
7. Religious beliefs

- a. Regional belief systems
    - i. Eastern Mound Builders
    - ii. Central Plains Sun Dancers
    - iii. Northwest Totem Makers
    - iv. Southwest Kachinas
  - b. Revitalization movements
  - c. Modern indigenous religions
8. European Contact
- a. Trade treaties
  - b. Conversion
  - c. Disease
  - d. Warfare
  - e. Genocide
  - f. Assimilation
  - g. The reservation system
9. On-going effects of acculturation
- a. Institutionalized racism
  - b. Ethnocentrism
  - c. Cultural appropriation
  - d. Adaptation and culture change.
10. Contemporary Native peoples
- a. Pan-Indian movement
  - b. Media representation
  - c. Social issues
  - d. Expressive culture
    - i. Art
    - ii. Music
    - iii. Literature

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

- 1. Audiovisual;
- 2. Discussion;
- 3. Group Work;
- 4. Instruction through examination or quizzing;
- 5. Lecture;
- 6. Outside reading;
- 7. Peer analysis, critique & feedback;



- 8. Presentations (by students);
- 9. Written work;

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

Assignment one: evaluate the cultural content of a documentary shown in class using terminology from the textbook and class discussions. For example, explain the significance of a California Indian Basketweaver Association (CIBA) video in regards to sovereignty, land use and political voice.

Assignment two: written analysis of one specific change within one Indigenous culture. For example, analyze and explain the impact of fish-ins for the Metis people of Canada and how this helped with the Pan-Indian movement and the issues of sovereignty.

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

1. Multiple choice and essay exams that allow students to demonstrate their knowledge of the material culture of a particular culture area, how that material culture reflects ecological adaptations, and how it is interpreted by archaeologists.
2. Research Paper that requires students to critically evaluate anthropological research, analyze theory and apply it to a social issue in a contemporary Native American group. Scored with a rubric.
3. A group project that allows students to work with others in researching and designing a class presentation on the origin story from a particular Native America group. Scored with a rubric.

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Sutton, M.Q.. (2012) Introduction to Native North America, 4th, Pearson

**Manuals**

**Periodicals**

**Software**

**Other**

29. **METHOD OF DELIVERY:** Online with some required face-to-face meetings ("Hybrid"); Online (purely online no face-to-face contact) ;iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Face to face;

30. **MINIMUM QUALIFICATIONS:** Anthropology (Masters Required);Ethnic Studies (Masters Required);

**31. APPROVALS:**

**Origination Date** 10/24/2013

**Last Outline Revision**

**Curriculum Committee Approval** 02/07/2014

**Board of Trustees** 03/06/2014

**State Approval** 07/12/2014

**UC Approval UC Approval Status**

**CSU Approval CSU Approval Status**

**IGETC Approval IGETC Approval Status**

**CSU GE Approval CSU GE Approval Status**

**Data Element Changes**

**Data Justification** This is a new course proposed to match recommendations for the Anthropology

TMC. It will also provide an option for the ethnic studies requirement for transfer.

**Course Element Changes**

**Course Change Justification**

**Course ID (CB00)** XXXXXXXXXXXX

**TOP Code (CB03)** 2202.00 - Anthropology;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 3

**Course Units of Credit Minimum Low (CB07):** 3

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;

## KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## BIOL C251 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** BIOL C251
2. **COURSE TITLE:** Human Anatomy
3. **SHORT BANWEB TITLE:** Human Anatomy
4. **COURSE AUTHOR:** Sellers, Claudia L.
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 70 = Fall
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 30 = Spring, 2013
10. **C-ID:**
11. **CATALOG COURSE DESCRIPTION:** This course includes the study of microscopic and gross anatomy of body systems including skeletal, muscular, nervous, circulatory, lymphatic, respiratory, digestive, urinary, endocrine, reproductive and integumentary systems.

12. **GRADING METHOD**

**Default:** S = Standard Letter Grade

**Optional:** P = Pass/No Pass

13. **TOTAL UNITS:** 4

14. **INSTRUCTIONAL METHODS / UNITS & HOURS:**

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	3	54
Lab	1	54
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0
Non-Standard Hours Justification:		

15. **REPEATABILITY**

**Type:** Non-Repeatable Credit

16. **MATERIALS FEE:** No
17. **CREDIT BY EXAM:** No
18. **CORE MISSION APPLICABILITY:** Associate Degree Applicable (AA/AS); CSU Transfer
19. **STAND-ALONE:** No

20. **PROGRAM APPLICABILITY**

**Required:**

**Elective:** General Sciences (AA Degree Program)

**21. GENERAL EDUCATION APPLICABILITY**

<b>Local:</b>	CC GE Area I: Natural Science = Life Sciences;
<b>IGETC:</b>	IGETC Area 5: Physical and Biological Sciences = 5B: Biological Science with a Lab;
<b>CSU:</b>	CSU GE Area B: Physical and its Life Forms(mark all that apply) = B2 - Life Science;
<b>UC Transfer Course:</b>	
<b>CSU Transfer Course:</b>	

**22. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Describe the structural organization of the human body.
2. Describe important structures and processes of cells.
3. Relate the four types of tissues to their roles in organs of the body.
4. Explain the role of the structures of the skeletal, muscular and nervous systems to perception and response in the body.
5. Contrast the movement of fluids through the circulatory, lymphatic and respiratory systems in relation to the basic functions of these systems.
6. Compare the basic functions of digestive and urinary systems with their structures.
7. Describe the structures and related basic functions of the reproductive system.
8. Summarize the role of the organs of the endocrine system in the basic functioning of the organ systems in the body.
9. Relate basic embryology to the body plan.
10. Apply the concepts of anatomy to the comprehension of disease and health disorders.
11. Identify microscopic and gross anatomical structures in laboratory setting.

**23. REQUISITES**

<b>Prerequisite:</b>	Reading - 1 Level Prior to Transfer and Writing - 1 Level Prior to Transfer
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**24. DETAILED TOPICAL OUTLINE:**

## Lecture:

## A. Orientation to Human Body

1. Terms of Location
2. Body Cavities and Membranes

## B. Cells

1. Plasma Membrane, Cytoplasm, Nucleus
2. Cell Cycle

## C. Tissues

1. Epithelia
2. Connective
3. Muscle

## 4. Nervous

## D. Integumentary System

1. Skin and Hypodermis
2. Appendages of the Skin
3. Skin Disorders

## E. Skeletal System

1. Skeletal Tissues

2. Axial Skeleton
3. Appendicular Skeleton
4. Joints
5. Disorders of the Skeletal System
- F. Muscular System
  1. Muscle Tissue
  2. Muscles of the Body
  3. Disorders of the Muscular System
- G. Nervous System
  1. Nervous Tissues and System Organization
  2. Central Nervous System
  3. Peripheral Nervous System
  4. Autonomic and Visceral Sensory Nervous Systems
  5. Special Senses
  6. Disorders of the Nervous System
- H. Circulatory System
  1. Blood
  2. The Heart
  3. Blood Vessels
  4. Disorders of the Circulatory System
- I. Lymphatic and Immune Systems
  1. Lymphatic System
  2. Immune System
- J. The Respiratory System
  1. Respiratory Structures
  2. Ventilation
  3. Disorders of the Respiratory System
- K. Digestive System
  1. Digestive Structures
  2. Disorders of the Digestive System
- L. Urinary System
  1. Urinary Structures
  2. Disorders of the Urinary System
- M. Reproductive System
  1. Male Reproductive Structures
  2. Female Reproductive Structures
  3. Pregnancy and Childbirth
    4. Disorders of the Reproductive System
- N. Endocrine System
  1. Hormones

2. Major Endocrine Structures
2. Disorders of the Endocrine System
- O. Embryology
  1. Basic Body Plan
  2. Embryonic Period
  3. Fetal Period

## Lab:

- A. Orientation and Organ Systems
- B. Microscope and The Cell
- C. Tissues
- D. Integumentary System and Membranes
- E. Skeleton Overview, Lab 9 Axial Skel.
- F. Appendicular and Fetal Skeletons
- G. Articulations and Movements
- H. Muscle Histology
- I. Skeletal Muscle and begin
- J. Nervous Tissue
- K. Brain and Cranial Nerves
- L. Spinal Cord and Nerves; ANS
- M. Special Senses- anatomy only
- N. Endocrine System
- O. Blood
- P. Heart
- Q. Blood Vessels
- R. Lymphatic
- S. Respiratory
- T. Digestive
- U. Urinary
- V. Reproductive

25. **METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Audiovisual;
2. Demonstration;
3. Discussion;
4. Laboratory;
5. Lecture;
6. Outside reading;
7. Problem Solving;

26. **OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

Readings from the assigned textbook. Example: The student is expected to read the weekly reading assignments from the text which relate to the lecture topic prior to the lecture. Outlining the chapters and incorporating lecture notes with chapter outlines. Example: Students are expected to outline the assigned text reading and to relate and integrate the outlines with the lecture notes. Homework assignments. Example: The student is expected to answer the instructor assigned questions from the relevant text chapters and additional instructional materials other than the text.

27. **METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

Exams and quizzes evaluate the students ability to apply concepts taught in the course. Example: Quizzes are given on assigned readings. Exam question ask students to identify components of the skeletal system Typically, there are three to four exams a semester and quizzes are given for all assigned readings. Exams and quizzes are typically a combination of short answer and multiple choice questions.

Practical exams covering lab topics evaluate the students ability explain and apply the concepts that are derived from laboratory exercises.

28. **TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

<b>Textbooks</b>	Marieb E. N., Mallatt J., & Wilhelm P. B. (2010) <i>Human Anatomy</i> , 6th, Pearson Benjamin Cummings
<b>Manuals</b>	Marieb E. N. (2010-01-01 00:00:00.0) <i>Human Anatomy Laboratory Manual</i> , Pearson Benjamin Cummings
<b>Periodicals</b>	
<b>Software</b>	
<b>Other</b>	

29. **METHOD OF DELIVERY:** iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Face to face;
30. **MINIMUM QUALIFICATIONS:** Biological Sciences (Masters Required);
31. **APPROVALS:**
- |                                      |                  |
|--------------------------------------|------------------|
| <b>Origination Date</b>              | 03/09/2012       |
| <b>Last Outline Revision</b>         | 04/20/2012       |
| <b>Curriculum Committee Approval</b> | 04/20/2012       |
| <b>Board of Trustees</b>             | 06/14/2012       |
| <b>State Approval</b>                |                  |
| <b>UC Approval</b>                   | 50 = Summer 2000 |
| <b>UC Approval Status</b>            | Approved         |
| <b>CSU Approval</b>                  | 50 = Summer 2000 |
| <b>CSU Approval Status</b>           | Approved         |
| <b>IGETC Approval</b>                | 50 = Summer 2000 |
| <b>IGETC Approval Status</b>         | Approved         |
| <b>CSU GE Approval</b>               | 50 = Summer 2000 |
| <b>CSU GE Approval Status</b>        | Approved         |

### Data Element Changes

#### Data Justification

<b>Course Element Changes</b>	Change/Update Course Outline Other (Describe in Summary)
<b>Course Change Justification</b>	change advisories to prerequisites, update SLOs
<b>Course ID (CB00)</b>	CCC000326972
<b>TOP Code (CB03)</b>	0410.00 - Anatomy and Physiology;
<b>Course Credit Status (CB04)</b>	D - Credit - Degree Applicable;
<b>Course Transfer Status (CB05)</b>	A = Transferable to both UC and CSU
<b>Course Units of Credit Maximum High (CB06):</b>	4
<b>Course Units of Credit Minimum Low (CB07):</b>	4
<b>Course Basic Skills (BS) Status (CB08):</b>	N = Course is not a basic skills course.
<b>SAM Code (CB09):</b>	E = Non-Occupational;
<b>Cooperative Education Course Status (CB10):</b>	Not part of Coop Work Exp;

<b>Course Classification Code (CB11):</b>	Liberal Arts and Sciences;
<b>Course Special Status (CB13):</b>	N - Not Special;
<b>CAN Code (CB14):</b>	
<b>CAN-Code Seq (CB15):</b>	
<b>Course Prior to College Level (CB21):</b>	Not Applicable;
<b>Course Non-Credit Category (CB22):</b>	Not Applicable, Credit Course;
<b>Funding Agency Category (CB23):</b>	Not Applicable
<b>Course Program Status (CB24):</b>	1 - Program Applicable;



# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## GEOG C111 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** GEOG C111
2. **COURSE TITLE:** Physical Geography
3. **SHORT BANWEB TITLE:** Physical Geography
4. **COURSE AUTHOR:** Cameron, Scott
5. **COURSE SEATS:** -
6. **COURSE TERMS:**
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 70 = Fall, 2013
10. **C-ID:**
11. **CATALOG COURSE DESCRIPTION:** This lecture and laboratory course covers the study of the Earth as an integrated system. Lecture topics include Earth-Sun relationships and motions, weather, climatic types and regions, ecosystems, soils, natural hazards, resource management, landforms, and the ocean. An emphasis is placed on understanding human-land relationships and examining current world problems from a geographical perspective. Meanwhile, laboratory provides practical experience in field techniques and supplemental exercises that enhance and reinforce topics covered in lecture. Not open to students who have completed GEOG C101.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** P = Pass/No Pass; A = Audit

### 13. **TOTAL UNITS:** 4

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	3	54
Lab	1	54
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** No

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer; Associate Degree Applicable (AA/AS); CSU Transfer

### 19. **STAND-ALONE:** No

### 20. PROGRAM APPLICABILITY

**Required:**

**Restricted Elective:**

**Elective:** General Education ()

General Sciences (AA Degree Program)  
General Sciences AA (AA Degree Program)  
Liberal Arts: Mathematics & Science (AA Degree Program)

## 21. **GENERAL EDUCATION APPLICABILITY**

**Local:** CC GE Area I: Natural Science = Physical Sciences;

**IGETC:** IGETC Area 5: Physical and Biological Sciences = 5A: Physical Science with Lab;

**CSU:** CSU GE Area B: Physical and its Life Forms(mark all that apply) = B1 - Physical Science;  
CSU GE Area B: Physical and its Life Forms(mark all that apply) = B3 - Laboratory Sciences;

**UC Transfer Course:**

**CSU Transfer Course:**

## 22. **STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Explain how hydrologic, tectonic, erosional, and atmospheric processes shape the physical environment.
2. Summarize the conditions that cause such natural hazards as floods, storms, earthquakes, landslides, volcanoes, and coastal erosion, and explain their impact on humans.
3. Analyze the impact of humans on the natural environment by researching such local environmental issues as earthquake hazards, flash flooding, air pollution, groundwater pollution, and environmental planning.
4. Reach valid conclusions by analyzing graphs, geographic diagrams, statistics, and maps.
5. Construct diagrams that accurately explain and demonstrate such processes as the hydrologic cycle, the rock cycle, and the plate tectonic cycle.
6. Apply the scientific method in problem solving.

## 23. **REQUISITES**

**Advisory:** Advisory Students in GEOG C111 must be able to read and comprehend a college-level scientific textbook and laboratory instructions. They are expected to identify central points, both explicit and implied, outline and summarize complex and technical scientific readings, interpret difficult and figurative language in academic discourse and scientific terminology. The reading advisory level provides the student with the requisite skills to meet these expectations. Reading - 1 Level Prior to Transfer  
and Advisory Students in GEOG C111 must be able to write summaries of assigned readings from the course textbook and laboratory activities, answer homework questions using paragraph length responses, answer essay questions in clear and error free prose based on readings from various scientific texts, and write lab reports following a standard format. The writing advisory level provides the student with the requisite skills to meet these expectations. Writing - 1 Level Prior to Transfer

## 24. **DETAILED TOPICAL OUTLINE:**

Lecture:

- A. Introduction to Physical Geography
  1. What Is Physical Geography?
  2. Physical Geography, People, and the Environment
  3. The Nature of Scientific Inquiry
  4. Scales of Space and Time in Physical Geography
  5. Early Evolution of Earth's Spheres
  6. A Closer Look at the Geosphere
  7. Earth as a System
- B. Minerals: Building Blocks of Rocks
  1. Minerals: The Building Blocks of Rocks
  2. Elements: The Building Blocks of Minerals
  3. Why Atoms Bond
  4. Properties of Minerals
  5. Mineral Groups
  6. Mineral Resources

- C. Rocks: Materials of the Solid Earth
  - 1. Earth as a System: The Rock Cycle
  - 2. Igneous Rocks: "Formed by Fire"
  - 3. Sedimentary Rocks: Compacted and Cemented Sediment
  - 4. Metamorphic Rocks: New Rock from Old
  - 5. Resources from Rocks and Minerals
  
- D. Weathering, Soil, and Mass Wasting
  - 1. Mechanical Weathering
  - 2. Chemical Weathering
  - 3. Rates of Weathering
  - 4. Soil
  - 5. Controls of Soil Formation
  - 6. The Soil Profile
  - 7. Classifying Soils
  - 8. Soil Erosion
  - 9. Weathering Creates Ore Deposits
  - 10. Mass Wasting: The Work of Gravity
  - 11. Mass Wasting and Landform Development
  - 12. Controls and Triggers of Mass Wasting
  - 13. Classifying Mass-Wasting Processes
  - 14. Slump
  - 15. Rockslide
  - 16. Debris Flow
  - 17. Earth flow
  - 18. Slow Movements
  
- E. Running Water and Groundwater
  - 1. Earth as a System: The Hydrologic Cycle
  - 2. Running Water
  - 3. Stream flow
  - 4. The Work of Running Water
  - 5. Stream Channels
  - 6. Base Level and Stream Erosion
  - 7. Shaping Stream Valleys
  - 8. Depositional Landforms
  - 9. Drainage Patterns
  - 10. Floods and Flood Control
  - 11. Groundwater: Water Beneath the Surface
  - 12. Distribution and Movement of Groundwater
  - 13. Groundwater
  - 14. Springs
  - 15. Wells
  - 16. Artesian Wells
  - 17. Environmental Problems Associated with Groundwater
  - 18. The Geologic Work of Groundwater
  
- F. Glaciers, Deserts, and Wind
  - 1. How Glaciers Move
  - 2. Glacial Erosion
  - 3. Glacial Deposits
  - 4. Glaciers of the Ice Age
  - 5. Some Indirect Effects of Ice Age Glaciers
  - 6. Causes of Glaciations
  - 7. Deserts
  - 8. Geologic Processes in Arid Climates
  - 9. Basin and Range: The Evolution of a Desert Landscape
  - 10. Wind Erosion
  - 11. Wind Deposits

## G. Earthquakes and Earth's Interior

1. What Is an Earthquake?
2. San Andreas Fault: An Active Earthquake Zone
3. Seismology: The Study of Earthquake Waves
4. Locating an Earthquake
5. Measuring the Size of Earthquakes
6. Destruction from Earthquakes
7. Can Earthquakes Be Predicted?
8. Earth's Layered Structure

## H. Plate Tectonics: A Scientific Theory Unfolds

1. Continental Drift: An Idea Before Its Time
2. The Great Debate
3. Plate Tectonics: The New Paradigm
4. Divergent Boundaries
5. Convergent Boundaries
6. Transform Fault Boundaries
7. Testing the Plate Tectonics Model
8. Measuring Plate Motion
9. What Drives Plate Motion?
10. Plate Tectonics into the Future

## I. Volcanoes and Other Igneous Activity

1. The Nature of Volcanic Eruptions
2. What Is Extruded During Eruptions?
3. Volcanic Structures and Eruptive Styles
4. Living in the Shadow of a Composite Cone
5. Other Volcanic Landforms
6. Intrusive Igneous Activity
7. Origin of Magma
8. Plate Tectonics and Igneous Activity

## J. Mountain Building

1. Rock Deformation
2. Folds
3. Faults
4. Joints
5. Mountain Building
6. Mountain Building at Subduction Zones
7. Collisional Mountain Ranges
8. Fault-Block Mountains
9. Vertical Movements of the Crust

## K. Geologic Time

1. Geology Needs a Time Scale
2. A Brief History of Geology
3. Relative Dating—Key Principles
4. Correlation of Rock Layers
5. Fossils: Evidence of Past Life
6. Dating with Radioactivity
7. The Geologic Time Scale
8. Difficulties in Dating the Geologic Time Scale

## L. Earth's History: A Brief Summary

1. Precambrian Time: Vast and Enigmatic
2. Paleozoic Era: Life Explodes
3. Mesozoic Era: Age of the Dinosaurs
4. Cenozoic Era: Age of Mammals
5. Quaternary Epoch: Ice Ages and the Time of Now

- M. The Atmosphere: Composition, Structure, and Temperature
  - 1. Composition of the Atmosphere
  - 2. Height and Structure of the Atmosphere
  - 3. Earth—Sun Relationships
  - 4. Energy, Heat and Temperature
  - 5. Mechanisms of Heat Transfer
  - 6. The Fate of Incoming Solar Radiation
  - 7. Heating the Atmosphere: The Greenhouse Effect
  - 8. For the Record: Air Temperature Data
  - 9. Why Temperatures Vary: The Controls of Temperature
  - 10. World Distribution of Temperature
  
- N. Moisture, Clouds, and Precipitation
  - 1. Water's Changes of State
  - 2. Humidity: Water Vapor in the Atmosphere
  - 3. The Basis of Cloud Formation: Adiabatic Cooling
  - 4. Processes that Lift Air
  - 5. The Weather maker: Atmospheric Stability
  - 6. Condensation and Cloud Formation
  - 7. Fog
  - 8. How Precipitation Forms
  - 9. Coalescence Process
  - 10. Forms of Precipitation
  - 11. Measuring Precipitation
  
- O. Air Pressure and Wind
  - 1. Understanding Air Pressure
  - 2. Measuring Air Pressure
  - 3. Factors Affecting Wind
  - 4. Highs and Lows
  - 5. General Circulation of the Atmosphere
  - 6. The Westerlies
  - 7. Local Winds
  - 8. How Wind Is Measured
  - 9. El Nino and La Nina
  - 10. Global Distribution of Precipitation
  
- P. Weather Patterns and Severe Storms
  - 1. Air Masses
  - 2. Fronts
  - 3. The Middle-Latitude Cyclone
  - 4. Thunderstorms
  - 5. Tornadoes
  - 6. Hurricanes
  
- Q. Climate
  - 1. The Climate System
  - 2. World Climates
  - 3. Climate Classification
  - 4. Humid Tropical Climates
  - 5. Dry Climates
  - 6. Humid Middle-Latitude Climates with Mild Winters
  - 7. Humid Middle-Latitude Climates with Severe Winters
  - 8. Polar Climates
  - 9. Highland Climates
  - 10. Human Impact on Global Climate
  - 11. Carbon Dioxide, Trace Gases, and Global Warming
  - 12. Climate-Feedback Mechanisms
  - 13. How Aerosols Influence Climate
  - 14. Some Possible Consequences of Global Warming

Lab:

The laboratory component of this course provides practical experience in field methods and enhancement of topics covered in lecture.

Lab Examples:

A. Map Reading and Cartography:

1. Latitude, Longitude, and Time
2. Map Reading and Interpretation
3. Directions and Compass Readings
4. Map Projections
5. Contours and Topographic Maps
6. Geographic Information Systems (GIS)

B. Topographic Analysis:

1. Fluvial Geomorphology
2. Glacial Geomorphology
3. Coastal Geomorphology
4. Arid Geomorphology
5. Karst Landscapes

C. Weather:

1. Earth-Sun Relationships
2. Insolation
3. Seasons
4. Temperature Patterns
5. Weather Maps

D. Earth's Atmosphere:

1. Adiabatic Processes
2. Pressure Profiles
3. Pressure Patterns
4. Atmospheric Humidity
5. Atmospheric Stability

E. Earth's Geosphere:

1. Rocks
2. Minerals
3. Plate Tectonics
4. Volcanism

F. Earth's Hydrosphere:

1. Water Balance
2. Water Resources

G. Earth's Biosphere:

1. Global Climate Systems
2. Soils
3. Biomes

25. **METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Audiovisual;
2. Computational Work;
3. Demonstration;

4. Discussion;
5. Group Work;
6. Instruction through examination or quizzing;
7. Laboratory;
8. Lecture;
9. Outside reading;
10. Peer analysis, critique & feedback;
11. Problem Solving;
12. Written work;

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

A. Homework assignments from the relevant textbook chapters. Example: The student is expected to answer instructor assigned questions from the relevant textbook chapters. B. Readings from the assigned textbook, laboratory manual, and/or other sources. Example: The student is expected to read the textbook chapter and lab manual chapter that is covered in each week's lecture and lab. C. Research paper and presentation. Example: The student is required to select a local geophysical landform, research its origin using the concepts learned in class, write a paper summarizing that research, and present a research summary to the class. D. Written laboratory reports. Example: The student is required to write a lab report that summarizes the experimental methods performed, data collected, and data analysis for each week's lab activity. E. Data analysis. Example: The student is required to analyze the data collected in a lab activity in order to reach conclusions regarding the lab's physical concepts.

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

A. Exams and quizzes evaluate the students' ability to apply concepts and material taught in class. Example: The midterm exam requires the student to diagram the rock cycle and describe the physical characteristics of the rocks formed at each step of the cycle.

B. Regular homework assignments reinforce concepts and material taught in class. Example: The student is expected to answer instructor assigned questions from the relevant textbook chapters.

C. Reports and presentations evaluate the students' ability to apply concepts taught in class and combine them with new concepts that they research on their own. Example: The student is required to select a local geophysical landform, research its origin using the concepts learned in class, write a paper summarizing that research, and present a research summary to the class.

D. Laboratory exercises reinforce concepts and material taught in class. Example: The student determines the infiltration rate of water through various regolith and soil compositions and then analyzes their impact on flooding.

E. Laboratory reports and presentations measure the student's ability to perform techniques and assess accuracy and precision where appropriate. Example: The student discusses the identification of rock and mineral samples based on their measurable characteristics.

F. Laboratory quizzes evaluate the students' ability to apply the concepts and laboratory techniques learned in lab. Example: The student analyzes a seismology data set to determine the epicenter and magnitude of an earthquake

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Christopherson, R. W.. (2010) Geosystems: An Introduction to Physical

Geography, 8th, Prentice Hall

**Manuals**

Christopherson, R. W., & Thomsen, C. E.. (2012-01-01 00:00:00.0)  
Applied Physical Geography: Geosystems in the Laboratory, Prentice Hall

**Periodicals**

**Software**

**Other**

29. **METHOD OF DELIVERY:** Face to face;
30. **MINIMUM QUALIFICATIONS:** Earth Science (Masters Required);Geography (Masters Required);Physical Sciences (Masters Required);
31. **APPROVALS:**
- Origination Date** 01/24/2013
  - Last Outline Revision** 05/10/2006
  - Curriculum Committee Approval** 03/08/2013
  - Board of Trustees** 04/11/2013
  - State Approval**
  - UC Approval** 70 = Fall 2005 **UC Approval Status** Approved
  - CSU Approval** 50 = Summer 2000 **CSU Approval Status** Approved
  - IGETC Approval** 50 = Summer 2006 **IGETC Approval Status** Approved
  - CSU GE Approval** 50 = Summer 2006 **CSU GE Approval Status** Approved
- 

**Data Element Changes**

**Data Justification**

**Course Element Changes**

**Course Change Justification**

**Course ID (CB00)** CCC000309538

**TOP Code (CB03)** 1930.00 - Earth Science;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 4

**Course Units of Credit Minimum Low (CB07):** 4

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable



**Course Program Status (CB24):** 1 - Program Applicable;

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## HIST C209 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** HIST C209
2. **COURSE TITLE:** History of Mexico
3. **SHORT BANWEB TITLE:** History of Mexico
4. **COURSE AUTHOR:** Jones, Matthew
5. **COURSE SEATS:** -
6. **COURSE TERMS:**
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 70 = Fall, 2013
10. **C-ID:**
11. **CATALOG COURSE DESCRIPTION:** The course covers Mexican history from Pre-Columbian period to the present. It includes an analysis of the social, cultural, political, and economic aspects of the Mexican past.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** A = Audit; P = Pass/No Pass

### 13. **TOTAL UNITS:** 3

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	3	54
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

16. **MATERIALS FEE:** No
17. **CREDIT BY EXAM:** No
18. **CORE MISSION APPLICABILITY:** UC Transfer; Associate Degree Applicable (AA/AS); CSU Transfer
19. **STAND-ALONE:** No

### 20. PROGRAM APPLICABILITY

**Required:**

**Restricted Elective:**

**Elective:** General Education ()

Liberal Arts: Social & Behavioral Sciences (AA Degree Program)

### 21. GENERAL EDUCATION APPLICABILITY

**Local:** CC GE Area II: Social & Behavioral Science = Ethnic Studies;  
CC GE Area VI: Diversity = Diversity;

**IGETC:** IGETC Area 3: Arts and Humanities = 3B: Humanities;

**CSU:** CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical = D3 - Ethnic Studies;  
CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical = D6 - History;

**UC Transfer Course:**

**CSU Transfer Course:**

**22. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Describe the historical and cultural evolution of Pre-Columbian Mexico.
2. Describe the Spanish colonial system and analyze how it impacted different peoples and institutions.
3. Explain the reasons why Mexico was able to establish independence from Spain.
4. Identify the social, cultural, and political factors that have influenced Mexican development since independence.
5. Analyze the influence of the United States on the development of Mexico from independence to the present.

**23. REQUISITES**

**Advisory:** Advisory Students are expected to read and comprehend a college-level text book explaining sophisticated historical concepts and social science theories. In addition, they must critically analyze scholarly or professional arguments for research assignments. The reading advisory level encourages students to have the skills necessary for success in these assignments. Reading - 1 Level Prior to Transfer  
Advisory Students in this course are usually required to write at least one research and/or analytical essay, as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from major errors. The writing advisory level encourages students to have the skills necessary for success in these assignments. Writing - 1 Level Prior to Transfer

**24. DETAILED TOPICAL OUTLINE:**

Lecture:

- A. Pre-Columbian Mexico
  - a. The First Mexicans
  - b. Mexico's Golden Age: The Classical Period
  - c. The Rise of the Aztecs
  - d. Aztec Society and Culture
- B. Colliding Worlds
  - a. The Spanish Invasion
  - b. The Settlement of New Spain
- C. The Colony of New Spain
  - a. The Imperial System
  - b. The Colonial Economy
  - c. The Colonial Church
  - d. Colonial Society: Race and Social Status
  - e. Cultural and Daily Life in New Spain
- D. The Move to Independence
  - a. Society and Stress in the Late Colonial Period
  - b. The Wars for Independence
  - c. The First Mexican Empire
- E. The Trials of Nationhood, 1824 –1855
  - a. The Early Mexican Republic, 1824-1833
  - b. Santa Anna, the Centralized State and the War with the United States
- F. Liberals and Conservatives Search for Something Better, 1855-1876
  - a. The Reform and French Intervention
  - b. The Restored Republic 1867-1876
- G. The Modernization of Mexico, 1876-1910
  - a. The Porfiriato: Order and Progress
  - b. The Costs of Modernization

- H. The Revolution: The Military Phase, 1910-1920
  - a. Overthrow of Diaz
  - b. Madero and the Failure of Democracy
  - c. Huerta and the Failure of Democracy
- I. The Revolution: The Constructive Phase, 1920-1940
  - a. Alvaro Obregon
  - b. Mexico under Plutarco Calles, 1924-1934
  - c. Cardenas Carries the Revolution to the Left
- J. Mexico Since 1940
  - a. From Revolution to Evolution, 1940-1958
  - b. Lull before the Storm, 1958-1976
  - c. Tensions of Development and Democratization, 1976-1988
  - d. Mexico Since 1988

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Discussion;
2. In-class writing;
3. Lecture;
4. Outside reading;
5. Presentations (by students);
6. Written work;
7. Other Methods: Classroom lectures and discussions that include an analysis of the political, cultural, and societal factors that have influenced the development of Mexico from Pre-Columbian times to the present.

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

A. Reading assignments in textbook and supplementary materials. Ex: read the chapter on Spanish colonial society and be prepared to discuss its influence on the enduring racial and ethnic basis for social status in Mexico. B. Writing analytic and/or personal reflection essays on topics related to subjects covered in class. Ex: an assignment may ask students to write a short essay reflecting on the enduring symbolic significance of Pancho Villa. C. Conduct research on topics covered or related to subjects in the topical outline. Ex: a term may require students to research pick from a list of approved topics that they will research in more depth to reflect on how their own interpretation of the topic changed as they acquired deeper and more detailed information.

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

A. Mid-term Exam – Combination of objective and essay questions demonstrating students' mastery of key trends in Mexican history from the Pre-Columbian era to independence and ability to analyze the key influences of Mexican development.  
 B. Final Exam – Combination of objective and essay questions demonstrating students' mastery of key trends in Mexican history from independence to the present and ability to analyze the key influences of Mexican development.  
 C. Research Paper - A 5 to 10 page paper on a political figure, an event, or primary document of Mexican history. For example, a student could write a paper on Santa Anna and analyze differing historical perspectives on his role in Mexican history.

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Meyer, M. C., Sherman, W. L. & Deeds, S. M.. (2010) The Course of Mexican History, 9th, Oxford University Press

**Manuals**

**Periodicals**

**Software**

**Other**

29. **METHOD OF DELIVERY:** iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Online (purely online no face-to-face contact) ;Face to face;
30. **MINIMUM QUALIFICATIONS:** Ethnic Studies (Masters Required);History (Masters Required);Political Science (Masters Required);
31. **APPROVALS:**
- Origination Date** 02/13/2013
  - Last Outline Revision** 05/04/2007
  - Curriculum Committee Approval** 04/12/2013
  - Board of Trustees** 06/13/2013
  - State Approval**
  - UC Approval** 50 = Summer 2000 **UC Approval Status** Approved
  - CSU Approval** 50 = Summer 2000 **CSU Approval Status** Approved
  - IGETC Approval** 50 = Summer 2000 **IGETC Approval Status** Approved
  - CSU GE Approval** 50 = Summer 2000 **CSU GE Approval Status** Approved
- 

**Data Element Changes**

**Data Justification**

**Course Element Changes**

**Course Change Justification**

**Course ID (CB00)** CCC000206205

**TOP Code (CB03)** 2205.00 - History;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 3

**Course Units of Credit Minimum Low (CB07):** 3

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## MATH C121 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** MATH C121
2. **COURSE TITLE:** Elementary Probability and Statistics
3. **SHORT BANWEB TITLE:** Elementary Probability and Statistics
4. **COURSE AUTHOR:** Rogers, Steve
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 30 = Spring; 70 = Fall; 50 = Summer
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 30 = Spring, 2014
10. **C-ID:** Math 110
11. **CATALOG COURSE DESCRIPTION:** This course covers data analysis using descriptive and inferential statistics. Graphs and computations include measures of central tendency and dispersion, correlation and regression, and presentation of data on a histogram, scatter plot, box plot, and the normal curve. Probability concepts include those for discrete and continuous random variables. Sampling and hypothesis testing are covered for means and variances.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** P = Pass/No Pass; A = Audit

### 13. **TOTAL UNITS:** 4

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	4	72
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** No

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer; Associate Degree Applicable (AA/AS); Certificate of Achievement (COA); CSU Transfer

### 19. **STAND-ALONE:** No

### 20. PROGRAM APPLICABILITY

**Required:** Associate in Arts Degree in Anthropology for Transfer (AA Degree Program)

**Restricted Elective:**

**Elective:** Associate in Science Degree In Mathematics for Transfer - (AS Degree Program)  
Associate in Science in Business Administration for Transfer (AS Degree Program)

Computer Information Systems (AS Degree Program)  
Computer Information Systems- (Certificate of Achievement)  
General Education ()  
Liberal Arts: Mathematics & Science (AA Degree Program)  
Liberal Arts: Social & Behavioral Sciences (AA Degree Program)

## 21. **GENERAL EDUCATION APPLICABILITY**

**Local:** CC GE Area IV: Language and Rationality = Analytical Thinking;

**IGETC:** IGETC Area 2: Math Concepts and Quantitative Reasoning = 2A: Mathematic;

**CSU:** CSU GE Area B: Physical and its Life Forms(mark all that apply) = B4 - Mathematics/Quantitative Thinking;

**UC Transfer Course:**

**CSU Transfer Course:**

## 22. **STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Distinguish among different scales of measurement and their implications
2. Interpret data displayed in tables and in graphs
3. Apply concepts of sample space and probability
4. Calculate measures of central tendency and variation for a given data set
5. Identify the standard methods of obtaining data and identify advantages and disadvantages of each
6. Calculate the mean and variance of a discrete distribution
7. Calculate probabilities using normal and student t-distribution
8. Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem
9. Construct and interpret confidence intervals
10. Determine and interpret levels of statistical significance including p-values
11. Interpret the output of a technology-based statistical analysis
12. Identify the basic concept of hypothesis testing including Type I and II errors
13. Formulate hypothesis tests involving samples from one and two populations
14. Select the appropriate technique for testing a hypothesis and interpret the result
15. Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics
16. Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education

## 23. **REQUISITES**

### **Prerequisite:**

MATH C055

Content Review

In Math C121 students are expected to consistently perform signed number operations correctly; demonstrate proficiency with operations of algebraic fractions; use the rules of exponents and radicals to simplify expressions and solve equations; recognize the difference between functions and non-functions; graph a line and write the equation of a line; recognize and graph at least one quadratic – parabola, circle, ellipse, or hyperbola; solve a linear system of equations by at least two of the following methods: graphing, substitution, addition elimination, Cramer's rule; solve quadratic equations by at least two of the following methods: factoring, completing the square, quadratic formula, graphing calculator; graph exponential and logarithmic functions; use the properties of exponential and logarithmic functions to solve equations; set up and solve word problems related to the skills above. Students successfully demonstrating these Math C055 skills will be prepared for Math C121.

## 24. **DETAILED TOPICAL OUTLINE:**

Lecture:

The Mathematics Department has adopted the following best practices for teaching this course: offering or awarding extra-credit is forbidden, the allowance of multiple attempts at exams is forbidden, and an approved on-site proctor for online course exams is required.

A. Introduction

1. Statistical and Critical Thinking
2. Types of Data
3. Collecting Sample Data

B. Organizing Data

1. Summarizing
2. Graphing

C. Descriptive Measures

1. Measures of central tendency.
2. Measures of dispersion.
3. Population vs. sample statistics.

D. Probability

1. Relative frequency.
2. Conditional probability.
3. Independence.
4. Graphical and computational approaches.

E. Discrete Random Variables

1. Distinguishing between discrete and continuous random variables.
2. Binomial coefficients and distribution.
3. Poisson Probability Distributions

F. Normal Distribution

1. Standard normal curve.
2. Normally distributed populations.
3. Normally distributed random variables
4. Central Limit Theorem

G. Estimating Means, Proportions and Standard Deviations or Variances

1. Estimating population means.
2. Confidence intervals.
  - a) Constructing
  - b) Interpreting
3. Determining sample size.

H. Hypothesis Testing: Means, Proportions and Standard Deviations or Variances

1. Null and Alternative hypotheses.
2. Z-test.



3. T-test.
  4. Chi-Square Distribution
- I. Hypothesis Testing: Two Populations
1. Two population means.
    - a) Independent Samples
    - b) Matched Pairs
  2. Two population proportions.
  3. Two population variances
- J. Descriptive Methods in Linear Regression
1. Review of linear equations.
  2. The regression equation.
  3. Coefficient of determination.
  4. Linear correlation.
  5. Regression.
- K. Analysis of Variance
1. Introduction of Fisher's F-distribution.
  2. One-way analysis of variance (ANOVA).
  3. Two-way analysis of variance.
  4. Discussion of two-factor problems.

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Discussion;
2. Lecture;
3. Other Methods: A. Textbook readings B. Online course management system

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

A. Daily homework assignments Students work mathematics problems. For example, given summary statistics and a significance level, students perform a hypothesis test to test the claim that more than 75% of adults know what Twitter is. B. Online Course Management System Example: Students determine a Probability Value for a right-tailed hypothesis test about a claim of a population mean using StatCrunch and the MyStatLab website.

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

A. Daily in-class assignments  
Example: Students work mathematics problems assigned from the text and from hand-outs to reinforce concepts and skills discussed in lecture.

B. Weekly Quizzes  
Weekly quizzes over the previous week's lecture material, homework, and in-class assignments assess the student's understanding.

C. Chapter Exams  
Exams cover lecture material, homework, and in-class assignments and assess the student's understanding.

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Triola, M.. (2014) Elementary Statistics , 12th , Pearson Education, Inc.

**Manuals****Periodicals****Software****Other**

29. **METHOD OF DELIVERY:** Online with some required face-to-face meetings ("Hybrid"); iTV – Interactive video = Face to face course with significant required activities in a distance modality ; Online course with on ground testing; Face to face;

30. **MINIMUM QUALIFICATIONS:** Mathematics (Masters Required);

**31. APPROVALS:**

**Origination Date** 11/01/2013

**Last Outline Revision** 02/24/2012

**Curriculum Committee Approval** 01/24/2014

**Board of Trustees** 03/06/2014

**State Approval** 07/06/2014

**UC Approval** 50 = Summer 2000 **UC Approval Status** Approved

**CSU Approval** 50 = Summer 2000 **CSU Approval Status** Approved

**IGETC Approval** 50 = Summer 2000 **IGETC Approval Status** Approved

**CSU GE Approval** 50 = Summer 2000 **CSU GE Approval Status** Approved

**Data Element Changes****Data Justification**

**Course Element Changes** Change/Update Course Outline

**Course Change Justification**

**Course ID (CB00)** CCC000334672

**TOP Code (CB03)** 1701.00 - Mathematics, General;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 4

**Course Units of Credit Minimum Low (CB07):** 4

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## MATH C121H COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** MATH C121H
2. **COURSE TITLE:** Elementary Probability and Statistics - Honors
3. **SHORT BANWEB TITLE:** Elem. Prob. & Stat.:Honors
4. **COURSE AUTHOR:** Rogers, Steve
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 70 = Fall
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 70 = Fall, 2014
10. **C-ID:** Math 110
11. **CATALOG COURSE DESCRIPTION:** This course covers elements of descriptive statistics, measures of central tendency, dispersion and presentation of data. Included are concepts of probability, random variables and normally distributed random variables. Sampling error, sampling processes and the distribution of sample means are applied to real life examples. Students will conduct hypothesis testing of means and proportions for one and two populations and linear regression testing using the least squares criterion. Students use descriptive and inferential methods employing linear regression and study one and two way analysis of variance. The honors section provides more content and requires greater intensity and depth of study than the non-honors class.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** P = Pass/No Pass;A = Audit

### 13. **TOTAL UNITS:** 5

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
<b>Lecture</b>	5	90
<b>Lab</b>	0	0
<b>Activity</b>	0	0
<b>Open Entry/Open Exit</b>	0	0
<b>Volunteer Work Experience</b>	0	0
<b>Paid Work Experience</b>	0	0
<b>Non Standard</b>	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** No

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer;Associate Degree Applicable (AA/AS);Certificate of Achievement (COA);CSU Transfer

### 19. **STAND-ALONE:** No

### 20. PROGRAM APPLICABILITY

**Required:** Associate in Arts Degree in Anthropology for Transfer (AA Degree Program)

**Restricted Elective:**

**Elective:** Associate in Science Degree In Mathematics for Transfer - (AS Degree Program)  
Associate in Science in Business Administration for Transfer (AS Degree Program)  
Computer Information Systems (AS Degree Program)  
Computer Information Systems- (Certificate of Achievement)  
General Education ()  
Liberal Arts: Mathematics & Science (AA Degree Program)  
Liberal Arts: Social & Behavioral Sciences (AA Degree Program)

**21. GENERAL EDUCATION APPLICABILITY**

**Local:** CC GE Area IV: Language and Rationality = Analytical Thinking;

**IGETC:** IGETC Area 2: Math Concepts and Quantitative Reasoning = 2A: Mathematic;

**CSU:** CSU GE Area B: Physical and its Life Forms(mark all that apply) = B4 - Mathematics/Quantitative Thinking;

**UC Transfer Course:**

**CSU Transfer Course:**

**22. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Distinguish among different scales of measurement and their applications.
2. Interpret data displayed in tables and in graphs.
3. Apply concepts of sample space and probability.
4. Calculate measures of central tendency and variation for a given data set.
5. Identify the standard methods of obtaining data and identify advantages and disadvantages of each.
6. Calculate the mean and variance of a discrete distribution.
7. Calculate probabilities using normal and student t-distribution.
8. Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.
9. Construct and interpret confidence intervals.
10. Determine and interpret levels of statistical significance including P-values.
11. Interpret the output of a technology - based statistical analysis.
12. Identify the basic concept of hypothesis testing including type I and type II errors.
13. Formulate hypothesis tests including samples from one and two populations.
14. Select the appropriate technique for testing a hypothesis and interpret the results.
15. Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.
16. Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.
17. For the honors section, students pursue one of the following: a) assess the importance of inferential statistics to the evolution of twentieth and twenty-first centuries thought.  
b) investigate a real-life application using a statistical software package.

**23. REQUISITES****Prerequisite:**

MATH C055

Content Review

In Math C055 students are expected to consistently perform signed number operations correctly; demonstrate proficiency with operations of algebraic fractions; use the rules of exponents and radicals to simplify expressions and solve equations; recognize the difference between functions and non-functions; graph a line and write the equation of a line; recognize and graph at least one quadratic – parabola, circle, ellipse, or hyperbola; solve a linear system of equations by at least two of the following methods: graphing, substitution, addition elimination, Cramer's rule; solve quadratic equations by at least two of the following methods: factoring, completing the square, quadratic formula,

graphing calculator; graph exponential and logarithmic functions; use the properties of exponential and logarithmic functions to solve equations; set up and solve word problems related to the skills above. Students successfully demonstrating these Math C055 skills will be prepared for Math C121H.

**Honors:**

Content Review

Acceptance for the honors program or eligibility for this honors course as determined in consultation with the instructor.

**24. DETAILED TOPICAL OUTLINE:**

Lecture:

The Mathematics Department has adopted the following best practices for teaching this course: offering or awarding extra-credit is forbidden, the allowance of multiple attempts at exams is forbidden, and an approved on-site proctor for online course exams is required.

A. Introduction

1. Statistical and Critical Thinking
2. Types of Data
3. Collecting Sample Data

B. Organizing Data

1. Summarizing
2. Graphing

C. Descriptive Measures

1. Measures of central tendency
2. Measures of dispersion
3. Population vs. sample statistics

D. Probability

1. Relative frequency
2. Conditional probability
3. Independence
4. Graphical and computational approaches

E. Discrete Random Variables

1. Distinguishing between discrete and continuous random variables
2. Binomial coefficients and distribution
3. Poisson Probability Distributions

F. Normal Distribution

1. Standard normal curve
2. Normally distributed populations
3. Normally distributed random variables
4. Sampling Distributions and Estimators\*
5. Central Limit Theorem
6. Assessing Normality\*
7. Normal as Approximation to Binomial\*

- G. Estimating Means, Proportions and Standard Deviations or Variances
  - 1. Estimating population means
  - 2. Confidence intervals.
    - a) Constructing
    - b) Interpreting
  - 3. Determining sample size.
- H. Hypothesis Testing: Means, Proportions and Standard Deviations or Variances
  - 1. Null and Alternative hypotheses
  - 2. Z-test
  - 3. T-test
  - 4. Chi-Square Distribution
  - 5. Power of a Hypothesis Test\*
- I. Hypothesis Testing: Two Populations
  - 1. Two population means
    - a) Independent Samples
    - b) Matched Pairs
  - 2. Two population proportions
  - 3. Two population variances
- J. Descriptive Methods in Linear Regression
  - 1. Review of linear equations
  - 2. The regression equation
  - 3. Coefficient of determination
  - 4. Linear correlation
  - 5. Regression
- K. Analysis of Variance
  - 1. Introduction of Fisher's F-distribution
  - 2. One-way analysis of variance (ANOVA)
  - 3. Two-way analysis of variance
  - 4. Discussion of two-factor problems
- L. Assignments and Projects Specific to the Honors Section
  - 1. Discussion of current media releases dealing with statistical data
  - 2. Treatment of more advanced statistical tests and their applicability\*
  - 3. Demonstrations of several statistical software packages
  - 4. Individual or collaborative student projects exploring a particular facet of the subject with a report of results to the group or a comprehensive research paper addressing the application of inferential statistics to a topic or issue of the twentieth century or

later

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Case Study;
2. Computational Work;
3. Discussion;
4. Lecture;
5. Outside reading;
6. Presentations (by students);
7. Problem Solving;
8. Project-based learning;
9. Written work;

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

A. Daily homework assignments, Students work mathematics problems. For example, given summary statistics and a significance level, students perform a hypothesis test to test the claim that more than 75% of adults know what Twitter is. B. Online Course Management System, Example: Students determine a Probability Value for a right-tailed hypothesis test about a claim of a population mean using StatCrunch or StatDisk software. C. Project, Students conduct a survey, experiment or observational study outside of class and give a presentation of the results to the group. D. Term paper dealing with an approved statistical topic.

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

A. Daily in-class assignments

Example: Students work statistics problems assigned from the text and from hand- outs to reinforce concepts and skills discussed in lecture.

B. Weekly Quizzes

Weekly quizzes covering the lecture material, homework, and in-class assignments assess the student's understanding.

C. Chapter Exams

Exams cover lecture material, homework, and in-class assignments and assess the student's understanding.

D. Projects

Student projects graded using a rubric scale

Example:

Read additional material in Statistics course textbook, Triola (2014) Elementary Statistics 12 ed. covering topics of Statistical Process Control and Nonparametric Tests. The student will use this additional knowledge as well as the knowledge gained from the regular Statistics course to conduct research at a local wildlife monitoring and management project. This research will include the collection of data in the field with careful consideration of sampling methods and analysis methods used. The student prepares a report which includes the presentation of the collected data in the form of tables, charts, and graphs along with an analysis and interpretation of results. The student discusses the application of Statistical methods used in sampling and analyzing the data in their project write-up. There will also be a short presentation of the project in class.

E. Term Paper

Term paper on a subject mutually agreed upon by the student and instructor.

Example: The student uses additional knowledge acquired from the honors section as well as the knowledge gained from the regular Statistics course to research a local manufacturing company with regards to statistical process control. This research will include interviews and possible tour and observation of Statistical Process Control "in the field." The student will write a paper analyzing and



commenting on the manufacturing process with emphasis on the application of Statistical methods on Quality Control in manufacturing; the paper will follow the guidelines for writing a scientific paper. There will also be a short presentation of the paper in class.

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Triola, M.. (2014) Elementary Statistics, 12th, Pearson Education, Inc.

**Manuals**

**Periodicals**

**Software**

Pearson Education, Inc. MyStatLab Website, 4th ed. -- StatCrunch and StatDisk calculators

**Other**

29. **METHOD OF DELIVERY:** Face to face;

30. **MINIMUM QUALIFICATIONS:** Mathematics (Masters Required);

31. **APPROVALS:**

**Origination Date** 02/07/2014

**Last Outline Revision** 02/24/2012

**Curriculum Committee Approval** 03/21/2014

**Board of Trustees** 06/12/2014

**State Approval** 07/24/2014

**UC Approval** 70 = Fall 2001 **UC Approval Status** Approved

**CSU Approval** 70 = Fall 2001 **CSU Approval Status** Approved

**IGETC Approval** 70 = Fall 2001 **IGETC Approval Status** Approved

**CSU GE Approval** 70 = Fall 2001 **CSU GE Approval Status** Approved

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**Data Element Changes**

**Data Justification**

**Course Element Changes** Change/Update Course Outline

**Course Change Justification**

**Course ID (CB00)** CCC000355488

**TOP Code (CB03)** 1701.00 - Mathematics, General;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 5

**Course Units of Credit Minimum Low (CB07):** 5

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;

# KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

## PSYC C271 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** PSYC C271
2. **COURSE TITLE:** Research Methods in the Social and Behavioral Sciences
3. **SHORT BANWEB TITLE:** Research Methods in Social/Beh
4. **COURSE AUTHOR:** King, Sarah
5. **COURSE SEATS:** -
6. **COURSE TERMS:**
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 70 = Fall, 2015
10. **C-ID:** PSY 200
11. **CATALOG COURSE DESCRIPTION:** This course covers research methods in the social and behavioral sciences, as well as proper reporting of results in American Psychological Association (APA) style. These methods include research design (experimental, non-experimental, and quasi-experimental), the interpretation of behavioral data using descriptive and inferential statistics, and research ethics.

### 12. GRADING METHOD

**Default:** S = Standard Letter Grade

**Optional:** A = Audit; P = Pass/No Pass

### 13. **TOTAL UNITS:** 3

### 14. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	3	54
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

### 15. REPEATABILITY

**Type:** Non-Repeatable Credit

### 16. **MATERIALS FEE:** No

### 17. **CREDIT BY EXAM:** No

### 18. **CORE MISSION APPLICABILITY:** UC Transfer; Associate Degree Applicable (AA/AS); CSU Transfer

### 19. **STAND-ALONE:** No

### 20. PROGRAM APPLICABILITY

**Required:** Associate in Arts in Sociology for Transfer Degree (AA-T Degree Program)  
Psychology for Transfer (AA Degree Program)

**Restricted Elective:**

**Elective:** Associate in Arts Degree in Anthropology for Transfer (AA Degree Program)  
Associate in Arts in Political Science for Transfer (AA-T Degree Program)

## 21. **GENERAL EDUCATION APPLICABILITY**

**Local:** CC GE Area II: Social & Behavioral Science = Social;

**IGETC:** IGETC Area 4: Social and Behavioral Sciences = 4I: Psychology;

**CSU:** CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical = D7 - Interdisciplinary Social and Behavioral Science;

**UC Transfer Course:**

**CSU Transfer Course:**

## 22. **STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Critically evaluate social science research reports.
2. Identify research methods appropriate to the hypothesis.
3. Identify and analyze at a principled level of moral reasoning ethical issues related to conducting and reporting research.

## 23. **REQUISITES**

**Prerequisite:**

MATH C121

Content Review

Math 121 provides the student with the necessary foundation in statistical analysis to develop a research design and interpret results. This includes the ability to understand central tendency and dispersion, shape distribution, probability theory, alpha levels, t-scores, z-scores, Pearson r, measurement error, sample size, and effect size significance testing.

## 24. **DETAILED TOPICAL OUTLINE:**

Lecture:

1. 1. History of Human Knowledge
  - A) Metaphysical Systems
  - B) Philosophy
  - C) Physiology and the Physical Sciences
  - D) Experimental Psychology
2. Four Canons of Science
  - A) Determinism
  - B) Empiricism
  - C) Parsimony
  - D) Testability
3. Logic, Art and Ethics of Scientific Discovery
  - A) Laws, Theories, and Hypotheses
  - B) The Science of Observation
  - C) Three Approaches to Hypothesis Testing
4. Art of Scientific Discovery
  - A) Inductive Techniques for Developing Ideas
  - B) Deductive Techniques for Developing Ideas
5. Ethics of Scientific Discovery

- A) Evolution of Ethical Guidelines
  - B) Modern Internal Review Boards and Risk-Benefit Analyses
  - C) Ethical Guidelines
6. Validity
- A) Internal Validity
  - B) External Validity
  - C) Construct Validity
  - D) Conceptual Validity
7. Reliability
- A) Reliability, Validity and the "More is Better" Rule
8. Measurement Scales
- A) Nominal Scales
  - B) Ordinal Scales
  - C) Interval Scales
  - D) Ratio Scales
9. Converting Notions to Numbers
- A) The Judgment Phase
  - B) Perspective Taking
  - C) Wording Questions
10. Response Translation Phase
- A) The number of scale points
  - B) The importance of anchors
  - C) The EGWA scale
  - D) Special Scales
11. Writing Questions and Creating Scales
- A) Designing Questionnaires
  - B) Alternate Measures
12. Common Threats to Validity
- A) Individual Differences and "Third Variables"
  - B) Selection Bias and Nonresponse Bias
  - C) History and Maturation
  - D) Regression towards the mean
  - E) Testing effects
  - F) Experimental Mortality (Attrition)
  - G) Participant Reaction Bias
13. Confounds and Artifacts

- A) Confounds
  - B) Artifacts
  - C) Confounds versus artifacts
14. Nonexperimental Research Design
- A) Case Studies
15. Single-Variable Research
- A) Population Surveys
  - B) Epidemiological Research
  - C) Research on Public Opinion
  - D) Limitations and drawbacks of population surveys
  - E) Single-Variable Convenience Samples
16. Multiple-Variable Research
- A) Correlational Methods
  - B) Person Confounds
  - C) Environmental Confounds
  - D) Operational Confounds
  - E) Reverse Causality
17. Experimental Research Design
- A) Strengths of true experiments
  - B) Problem of artificiality
  - C) Solution: Two forms of realism
18. Trade Offs between internal and external validity
19. Laboratory experiments
- A) Optimistic bias and Planning fallacy
  - B) Pilot tests
  - C) Replication
20. Quasi-Experimental Designs
- A) Person-by-treatment quasi-experiments
  - B) Natural experiments
  - C) Nature and treatment designs
21. Choosing the Right Research Design
- A) One-way designs
  - B) Factorial designs
  - C) Within-Subjects designs
  - D) Mixed Model designs
22. Statistics

- A) Descriptive Statistics
    - a. Central Tendency and Dispersion
    - b. The Shape of Distributions
  - B) Inferential Statistics
  - C) Probability Theory
  - D) Factors that influence the results of significant tests
    - a. Alpha levels and Type I and II Errors
    - b. Effect Size and Significance Testing
    - c. Measurement Error and Significance Testing
    - d. Sample Size and Significance Testing
    - e. Restriction of Range and Significance Testing
  - E) Hypothesis Testing
    - a. Estimates of Effect Size
    - b. Meta-Analysis
23. Maximizing Validity with Multi-Method (creative) research
- A) Trade-offs in Research
  - B) Three horned dilemma (precision, generalizability to situations, generalizability to people)
24. Reporting Research Results
- A) Rules to Writing Research Papers
  - B) Writing in APA style
  - C) Presenting research findings

**25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Audiovisual;
2. Case Study;
3. Computational Work;
4. Discussion;
5. Group Work;
6. In-class writing;
7. Informational Interviews;
8. Instruction through examination or quizzing;
9. Lecture;
10. Library;
11. Outside reading;
12. Peer analysis, critique & feedback;
13. Presentations (by students);
14. Problem Solving;

- 15. Project-based learning;
- 16. Written work;
- 17. Other Methods: Research project

**26. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

- 1. Text book reading assignment: Example: Students will read assigned chapter(s) and complete an out of class multiple choice study-quiz covering the material within the chapter.
- 2. Research Project Students will complete a research project on a self selected study, choose an appropriate research design, complete a literature search, analyze the data and write a research report in APA format.
- 3. Reading Handouts Example: Articles from the "Monitor" American Psychological Association (APA) quarterly publication.

**27. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

- 1. Designing, conducting, and reporting the results of a research project
- 2. Tests and quizzes using multiple choice and short answer questions

**28. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

**Textbooks**

Schutt, R., K.. (2014) Investigating the Social World: The Process and Practice of Research, 8th, Sage Publications  
 Pelham, B. Blanton, H.. (2013) Conducting Research in Psychology: Measuring the Weight of Smoke, 4th , Wadsworth

**Manuals**

**Periodicals**

**Software**

**Other**

29. **METHOD OF DELIVERY:** Online with some required face-to-face meetings ("Hybrid"); Online (purely online no face-to-face contact) ;iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Face to face;

30. **MINIMUM QUALIFICATIONS:** Anthropology (Masters Required);Economics (Masters Required);Political Science (Masters Required);Psychology (Masters Required);Sociology (Masters Required);

**31. APPROVALS:**

**Origination Date** 09/18/2014

**Last Outline Revision** 05/04/2012

**Curriculum Committee Approval** 10/17/2014

**Board of Trustees** 12/18/2014

**State Approval** 02/03/2015

**UC Approval** 70 = Fall 2000 **UC Approval Status** Approved

**CSU Approval** 70 = Fall 2000 **CSU Approval Status** Approved

**IGETC Approval** 70 = Fall 2000 **IGETC Approval Status** Approved

**CSU GE Approval** 70 = Fall 2000 **CSU GE Approval Status** Approved

**Data Element Changes**

**Data Justification**

**Course Element Changes**



**Course Change Justification**

**Course ID (CB00)** CCC000542101

**TOP Code (CB03)** 2003.00 - Behavioral Science;

**Course Credit Status (CB04)** D - Credit - Degree Applicable;

**Course Transfer Status (CB05)** A = Transferable to both UC and CSU

**Course Units of Credit Maximum High (CB06):** 3

**Course Units of Credit Minimum Low (CB07):** 3

**Course Basic Skills (BS) Status (CB08):** N = Course is not a basic skills course.

**SAM Code (CB09):** E = Non-Occupational;

**Cooperative Education Course Status (CB10):** Not part of Coop Work Exp;

**Course Classification Code (CB11):** Not Applicable, Credit Course;

**Course Special Status (CB13):** N - Not Special;

**CAN Code (CB14):**

**CAN-Code Seq (CB15):**

**Course Prior to College Level (CB21):** Not Applicable;

**Course Non-Credit Category (CB22):** Not Applicable, Credit Course;

**Funding Agency Category (CB23):** Not Applicable

**Course Program Status (CB24):** 1 - Program Applicable;