

**Fine Arts and Architecture Department use only**  
**Version 6/13/2021 (KM)**

In the accompanying pdf document you will find annotations to the different section and fields in elumen Curriculum.

Note that the formatting in pdf format does not exactly duplicate the appearance of elumen pages in a browser. But, it's close enough that you should be able to figure it out. If you have suggestions for further edits, etc., let me know. – KM

Also, note that some pdfs appear larger, and some smaller. To see those in which the text appears small, zoom in (or out). On a mac, to zoom in hold down the command key and press the plus key. To zoom out, hold down command key and press minus key.

The document is both “locked” and password protected. I’ve done this so that users won’t make changes to the original and accidentally follow incorrect information on a saved version.

If by chance you modify the formatting of the original document, you’ll be notified. On a mac, a dialog box will appear telling you the document cannot be changed and a duplicate has been made. To get back to the original, close out the original. A dialog box will appear asking you if you want to save or delete the duplicate. Select delete. The original will close. When you open the original again with the password, all the initial and proper formatting will be in place.

**BROWSERS**

I’ve been told Chrome is the preferred browser. I found Firefox also works. If you use adblockers and the like, I’d advise you to turn them off for elumen.

**TERMINOLOGY**

When I use the word “Section,” I refer to the larger, chapter-like division.

When I use the word “Field,” I mean the smaller areas (usually boxes) within a section.

**WHAT TO IGNORE**

Individual fields and buttons marked IGNORE.

Any field/button that ask you to upload files. No files should ever be uploaded.

All fields identified as “Comment”(at bottom on all sections).

Entire/All section identified “Curriculum Technician” (leave all fields blank).

Entire/All sections identified “Distance Education” (leave all fields blank).

**ABOUT MY ANNOTATIONS:**

In general, my annotations are near the corresponding field.

On occasion I made use of arrows for clarity.

I placed a red box to unify the annotations for some fields.

“Keep as is” – means the field should already have information that was rolled over from the old Course Outlines. If not, change to what is listed here.

## SAVING YOUR WORK

**\*\*\*Save your work often and repeatedly (ideally after each section). And, confirm you changes before advancing to the next section.**

To save work as a draft, click “Save as Draft” button at bottom of page. This will save your work.

When you save as draft, elumen thinks you are done for the day, and will close the course you are working on. To reopen, click on Inbox and then you’ll have a list of work in progress. Choose the course you were working on and return to the same section to confirm the saves appear correctly.

Note: you have two choices to view the Course Outline.

“Step View” Presents the entire document section by section. Each section identified with tab-like heading at the top of page. I recommend this one because no need to scroll through lengthy document.

“Outline View.” Presents all sections one after the other as a long webpage. Will need to scroll through entire document to find place.

Save as draft especially after you complete fields that require significant formatting. Do not try to complete the entire document and then save. Again, “Save as Draft” after each section.

**IMPORTANT: Click on “Submit” button only after you have completed all revisions. That is, only when you are 100% finished.**

This action will forward the document to the Department Chair and you will not be able to work on it until I send it back to you. If do you submit it by accident, let me know.

## WORKING ON TWO (or more) LEVELS OF ONE COURSE SIMULTANEOUSLY

You can work on two (or more) levels of a course at the same time. For example, one can open the Course Outlines for Art 134, 135, 234, 235 and work on each at the same time. This way one can work across all four courses at once. This also allows you to cut and paste across all four levels quite easily. I advise this approach because ideally, you can complete all sections in one sitting.

To do so, open each level in a different browser tab. Logon to elumen and open desired course (like 134). Then open a second browser TAB (not window); open elumen (you should not need to logon). Find the second course (135). Then open a third browser TAB (not window). Repeat as needed.

Suggestion: For a multiple level course, such as Life Drawing, it works best to complete all elumen fields in the first level of the course, (in this case 134). Once this is completed, open the second (135), third (234), and fourth (235) in individual browser windows.

For each of these three levels, refer back to the first (here 134) you completed. In this case, I'd also advise to complete all of elumen sections for all course levels and only then move onto the next elumen section .

Working by section across the levels is much easier than completing each an entire class level one at a time. Also, be sure to refer back to your first level for consistency, and at the same time also complete those fields that must be different.

## **WRITING CONTENT IN ELUMEN**

I would advise against trying to write you content in elumen itself. It will be frustrating. Better to write you content in Word, get it exactly how you want it, and thus cut and paste from the Word doc into the appropriate fields in elumen. Much faster.

**LOGGING IN** – See separate document

## **EXTENDED NOTES ABOUT SPECIFIC SECTIONS (other than listed for individual sections):**

### **COVER INFO**

“Proposal Details”

Be sure to mark the start date of the revisions. Start date of revisions is the following fall term (regardless of the term in which you are making revisions).

If you don't do this, the form will not move to the next level (Dept Chair) when you press submit at the end of the process.

## **UNITS and HOURS**

See the pdf and video here to get units and hours correct. They may not be correct.

## **PRE-REQUISITES AND ENTRANCE SKILLS section**

This is the most complicated thing you will need to address, both in terms of how elumen works and the information you will need to generate. Basically, for the pre-requisites, you will import the outcomes from the course that is the prerequisite, and write a rationale that states the skills/information a student must have upon entering the class.

For the advanced sections (and the first level if there is a pre-requisite) you must list the skills students are expected to possess upon entering the course. Think of it this: If a student came to you having taken the first level at another college, and wanted to start with you in the second level, what would you expect them to know. Keep it general, rather than specific, as these should not reflect your specific assignments.

It is best to formulate this information you need in advance. To prepare, take a look at the instructions, then review the sample of prereq for Art 134/135/234/235 attached at the end of the pdf of screen shots instructions.

See video instructions.

## **SPECIFICATIONS section**

“Methods of Instruction” – These fields only for ways/methods of ***in class*** student instruction. For each method, write a brief general statement about content of method. Keep it general, especially important if course is taught by more than one instructor.

Advisory: Consult pdf of old COR. Cut and paste and modify and put in word doc before working in elumen.

For Lecture lab, use this below, but change media/discipline.

Slides relating to particular approach, technique, or material for painting are shown. Demonstrations of those techniques, approaches, materials are given and students assigned the task of trying the approach, technique, or material. Work is hung and discussed by class. Suggestions for improvement are given.

OR

Lecture introduces students to the concepts to be taught.  
Demonstrations of techniques, approaches, and materials are given.  
Work is hung and viewed and discussed by the class.  
Suggestions for improvement and/or modification are given.

“Assignments” – These fields only for ***out-of-class*** assignments only. Describe generic/typical assignment that might be used by any faculty teaching this course. Should be generic/representative, especially important if course is taught by more than one instructor. Faculty are not required to teach these assignments.

NOTE: Articulate different assignments for different levels of course.

Advisory: Consult pdf of old COR. Cut and paste and modify and put in word doc before working in elumen.

#### “Methods of Evaluation”

These fields only for *graded* assignments (in or out of class, no difference). Describe generic/typical assignment that might be used by any faculty teaching this course. Should be generic. Faculty are not required to teach these assignments.

***NOTE: Articulate different representative assignments for different levels of course. They should be different or indicate how the expectation, etc., is more advanced.***

Advisory: Consult pdf of old COR. Cut and paste and modify and put in word doc before working in elumen.

#### “Equipment”

Identify any and all equipment needed beyond a regular smart classroom. Remember, non-artists will read this, so what may be obvious to you is not for others outside the discipline. Better safe than sorry.

Advisory: Consult pdf of old COR and formulate Equipment in advance. Put in word doc before working in elumen.

#### “Textbooks”

You can list old texts, but at least one textbook on the list has to have been published within the past five (5) years. Faculty are not required to use listed texts.

#### “Material Fees”

1. List amount.
2. Then include statement: “The materials are utilized and become components of the finished product which the students take home.”
3. NEW: You must also list specific materials. Be representative and comprehensive.

Preface the list with the phrase: Representative list of special materials (actual items may change as per the needs to pedagogy):

Advisory: Consult pdf of old COR and formulate for each level of the course, if appropriate. Put in word doc before working in elumen.

## **LEARNING OUTCOMES section**

#### “Course Objectives”

This was the section we previously completed for UC transfer. Here, don't cut and paste your SLOs. These are not SLOs.

Instead, write out specific objectives. Think of your reader as faculty at another institution who is looking to understand the specific things a student has learned.

***NOTE: These need to differ for each level of a course.*** Therefore, best to work across all levels at once to have them build on each other. Admittedly, there may be some overlap.

FORMATTING NOTE: These may have rolled over a one list/unformatted block of text. But each outcome must be entered/formatted separately. If each outcome listed separately, proceed to next field/section. If the information rolled over as a block cut the block of information from elumen and paste into word doc. Then, cut each individual item (usually numbered or lettered) into a separate field.

To cut entire text, click on the text. It will then reformatting to a box that can be edited. At this point, cut the entire text and paste into a word doc. Then, repaste each individually as needed in new fields.

You can edit any of the objectives individually by clicking on the text. When done, click the check mark to save.

You can consult pdf of old COR to see previous objective. But, they won't likely help. Again, should not repeat same for all levels. Put in word doc before working in elumen.

“CSLOs”

What we call “SLOs.” We revised these spring 19 for most, but not all, studio classes. They should read as 1) Skill and Technique; 2) Creativity and Design; 3) Critique. If yours read as such, then ignore. If they do not, contact Logan/Dept Chair.

## **OUTLINE section**

“Course Outline”

May have rolled over incorrectly, and is not formatted properly. It needs to appear with appropriate numbering, lettering, and indents. Simply cut the information out of elumen, paste into a word doc, reformat, and paste back into elumen. That should work.

“Lab Outline”

May have rolled over incorrectly, and is not formatted properly. It needs to appear with appropriate numbering, lettering, and indents. Simply cut the information out of elumen, paste into a word doc, reformat, and paste back into elumen. That should work. Different than Lecture Outline.

Advisory: Consult pdf of old COR and formulate these for each level of the course. Put in word doc with proper formatting and then cut and paste.

# WORKFLOW STEP FOR ADDITIONAL COURSE INFORMATION

## “What are Critical Thinking Expectations?” field

Some of this was on the old COR, but likely won't be entirely useful. Recommend to rewrite. In sequential courses (such as Art 134/35 234/35) the critical thinking expectations are often times the same, merely that the rigor and complexity increases with respect to more advanced assignments. Therefore, one can use the same one for all four courses.

Here is a working list that can serve as a foundation, with little modification, hopefully.

For subject based courses (like Life Drawing). Change figure and life drawing as needed for your course.

- Interpret the figure using different media.
- Describe figure drawings using appropriate language and terms.
- Analyze historical and contemporary representations of the figure.
- Assess relative merits of different styles with respect to representing the figure.
- Analyze and evaluate art criticism.

For media based courses (like Ceramics). Substitute for Ceramics as needed for your course.

- Interpret ceramic forms using appropriate technique and design principles.
- Describe ceramic forms using appropriate language and terms.
- Analyze historical and contemporary ceramics.
- Assess relative merits of different styles with respect to ceramic forms.
- Analyze and evaluate art criticism.

IMPORTANT: For each level, preface the list with the following phrase (changing first, to second, third, etc as needed):

In the **first** class of this family, students will:

Then, for second, third, and fourth levels, put the following after the list:

Critical thinking assignments increased in complexity and rigor over previous class(es) in the sequence.

By including these phrases, we can use the same expectations at each level. Of course, if they change significantly, you can modify. However, these should not be specific to any particular instructor.

EXAMPLE for Art 234 (third level of life drawing):

In the third class of this family, students will:

- Interpret the figure using different media.
- Describe figure drawings using appropriate language and terms.
- Analyze historical and contemporary representations of the figure.
- Assess relative merits of different styles with respect to representing the figure.
- Analyze and evaluate art criticism.

Critical thinking assignments increased in complexity and rigor over previous classes in the sequence.

Advisory: Again, formulate in advance, write in a word doc so you can cut and paste from it.

**For s historical course, use something like:**

- Identify historic artforms art forms.
- Analyze historic art forms.
- Compare art from different styles and historical periods.
- Interpret works of art in light of their original historical contexts.
- Interpret works of art as they intersect broader issues, such as nationalism and/or race and/or class and/or gender.

**Information competency**

Use something like:

- Use information to expand knowledge of technique and design principles.
- Find subject and technique related-information using digital and/or hardbound resources.
- Evaluate sources in light of course-related interpretative framework(s).
- Apply information to as determined by course-related interpretative framework(s).
- Present information either digitally and/or verbally and/or in writing and/or in visual format as determined by course.

## **WORKFLOW FOR SPECIAL MATERIALS**

Box #1

Representative list of special materials (actual items may change as per the needs to pedagogy):  
Then list times

Effective term – the following fall

Justification: The materials are utilized and become components of the finished products which the student takes home.