

Syllabus Cover Sheet

Course Discipline Code & No: Hum 140 Title: Special Topics Effective Term: Summer 2004  
 Division Code: \_\_\_\_\_ Department Code: \_\_\_\_\_ Org #: 11500  
 Don't publish:  College Catalog  Time Schedule  Web Page

Reason for Submission. Check all that apply.  
 New course approval  
 Five-year syllabus review (Attach assessment results.)  
 Major change  
 Minor change (Corrections, editing, clarification)  
 Reactivation of inactive course  
 Inactivation (Submit this page only.)

Change information:  
**Minor changes**  
 Course discipline code & number (was \_\_\_\_\_) (when changing course number, select "inactivation" to discontinue the old course.)  
 Course title (was \_\_\_\_\_)  
 Course description  
 Course objectives (minor changes)  
**Major changes** (reviewed by Curriculum Committee.)  
 Credit hours (credits were: \_\_\_\_\_)  
 Total Contact Hours (total contact hours were: \_\_\_\_\_)  
 Distribution of contact hours (contact hours were: lecture: \_\_\_\_\_ lab \_\_\_\_\_ clinical \_\_\_\_\_ other \_\_\_\_\_)  
 Pre or co-requisites  
 Distance Learning section approval  
 General Education Distribution Course: Add  Remove   
 Honors section approval  
 Change in Grading Method  
 Objectives  
 Other \_\_\_\_\_  
 For major changes, consultation with all departments affected by this course is required. Attach "course use in programs" report from Curriculum Database for Faculty.

Rationale for course or course change  
 1. Assessment-based:  
 2. Non-assessment-based: Course description is restricted to "one culture" which does not reflect the full range of topics that originally was anticipated for this course.

Approvals Department and divisional signatures indicate that all departments affected by the course have been consulted.

Department Review by Chairperson  New resources needed  All relevant departments consulted  
 Print: Elisabeth Thoburn Signature: Elisabeth Thoburn Date: 4/27/04  
 Faculty/Preparer  
 Print: Elisabeth Thoburn Signature: Elisabeth Thoburn Date: 4/27/2004  
 Department Chair

Division Review by Dean  Request for conditional approval  
 Recommendation  Yes  No Elisabeth Thoburn Date: 4/28/04  
 Dean's/Administrator's Signature

Curriculum Committee Review  
 Recommendation \_\_\_\_\_  
 Tabled  Yes  No \_\_\_\_\_ Date \_\_\_\_\_  
 Curriculum Committee Chair's Signature

Vice President of Instruction Approval  
 Approval  Yes  No Roger M. Palocz Date: 4/28/04  
 Vice President's Signature

Do not write in shaded area.  
 ACS Code \_\_\_\_\_ Entered in: Banner 4/28 C&A Database 4/28 Log File 4/28  
 Approved for General Education Area/Group \_\_\_\_\_ Syllabus Date \_\_\_\_\_ Basic skills table updated   
 Contact fee

Please return completed form to the Office of Curriculum & Articulation Services.

PROCESSED  
 MAY 05 2004

COURSE AND SYLLABUS FORM

Course Discipline & No.: \_\_\_\_\_ Title: \_\_\_\_\_

<b>Credit hours:</b> <u>3</u> If variable credit, give range: _____ to _____ credits	<b>Instructor contact hours per semester:</b> Lecture: <u>45</u> Lab: _____ Clinical: _____ Practicum: _____ Other: _____ <b>Total contact hours:</b> <u>45</u>	<b>Class capacity:</b> <u>30</u> Standard capacity is 30 students unless otherwise specified in the Master Agreement.	<b>Grading options:</b> <input type="checkbox"/> P/NP (limited to clinical & practica) <input type="checkbox"/> S/U (for courses numbered below 100) <input checked="" type="checkbox"/> Letter grades
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<b>Prerequisites.</b> Select one: <input checked="" type="checkbox"/> College-level Reading & Writing <input type="checkbox"/> Reduced Reading/Writing Scores COMPASS Reading _____ COMPASS Writing _____ <input type="checkbox"/> No Basic Skills Prerequisite (College-level Reading and Writing is <u>not</u> required.)  <b>Corequisites</b> ( <u>must</u> be enrolled in this class also during the same semester): _____ _____	In addition to Basic Skills in Reading/Writing: <b>Level I (enforced in Banner)</b> <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Course/Test</th> <th style="text-align: center;">Grade/Score</th> <th style="text-align: center;">Concurrent Enrollment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table> <b>Level II (enforced by instructor on first day of class)</b> <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Course</th> <th style="text-align: center;">Grade/Score</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table>	Course/Test	Grade/Score	Concurrent Enrollment	<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	<input type="checkbox"/>	<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	<input type="checkbox"/>	<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	<input type="checkbox"/>	Course	Grade/Score	<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	<input type="checkbox"/> and <input type="checkbox"/> or _____	_____
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<b>Enrollment restrictions</b> (In addition to prerequisites, if applicable.)  <input type="checkbox"/> and <input type="checkbox"/> or <input type="checkbox"/> Instructor consent required <input type="checkbox"/> and <input type="checkbox"/> or <input type="checkbox"/> Admission to program required Program _____ <input type="checkbox"/> and <input type="checkbox"/> or <input checked="" type="checkbox"/> Other (please specify): <u>Computer Literacy is required.</u> _____	<b>Please send syllabus for transfer evaluation to:</b> <input checked="" type="checkbox"/> EMU <input checked="" type="checkbox"/> UM <input checked="" type="checkbox"/> Concordia <input checked="" type="checkbox"/> Other Com. Coll <input type="checkbox"/> _____ <input type="checkbox"/> _____	<b>Instructional mode</b> <input checked="" type="checkbox"/> On campus <input type="checkbox"/> Online <input type="checkbox"/> Blended (online and on-campus combined) <input type="checkbox"/> ITV <input checked="" type="checkbox"/> Other
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<b>Course Options</b> <b>General Education Group I</b> (Select one area) <input type="checkbox"/> Writing <input type="checkbox"/> Nat. Sci. <input type="checkbox"/> Speech <input type="checkbox"/> Soc./Behav/ Sci. <input type="checkbox"/> Math <input type="checkbox"/> Arts/Hum.  Courses must meet all criteria. <input checked="" type="checkbox"/> 1. Is a standard introductory course in the discipline <input type="checkbox"/> 2. Has a verified transfer acceptance <input type="checkbox"/> 3. Meets the critical thinking requirement <input type="checkbox"/> 4. Assesses academic achievement <input type="checkbox"/> 5. Covers minimum knowledge/skills	<b>Honors section.</b> Not all criteria are required. Check relevant items. <input type="checkbox"/> 1. Emphasis on primary source materials <input type="checkbox"/> 2. Emphasis on independent study/research <input type="checkbox"/> 3. Greater rigor of course materials <input type="checkbox"/> 4. Interdisciplinary approach <input type="checkbox"/> 5. Development of critical thinking skills <input type="checkbox"/> 6. Additional course objectives <input type="checkbox"/> 7. Additional instructional methods <input type="checkbox"/> 8. Satisfaction of the service component
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List all new resources needed for course, including library materials. N/A

COURSE AND SYLLABUS FORM

WASHTENAW COMMUNITY COLLEGE

Syllabus

<b>Course discipline code &amp; number</b> Hum 140	<b>Course title</b> Special Topics	<b>Credit hours</b> 3
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<b>Course description</b> Brief statement of the purpose and content of the course	Courses offered in this Special Topics series will provide a unique opportunity for alternative learning. With an emphasis on field work (trips to local museums, galleries, or studios), research projects, discussions, student presentations, and lectures, a wealth of material will be gathered to foster an understanding of the arts of one or more cultures or artistic periods. Areas of study focus on the fine arts and architecture but also include religion, way of life, cultural traditions, music, literature and history.	
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<b>Course outcomes</b> List brief statements that indicate what students will know and be able to accomplish as a result of taking the course. Indicate how these outcomes will be assessed for NCA assessment of student achievement.	<b>Outcomes</b> Same as before	<b>Assessment Method</b> Pre-Test and Post-Test
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<b>Content outline</b> List in sequence the instructional units/modules/clusters of related topics that will be taught, and indicate the major instructional objectives for each unit. Indicate methods that will be used in each unit to evaluate student work for grading.	<b>Unit and Unit Objectives</b> Same as before	<b>Evaluation Method</b> Journals, Papers, Presentations, or Tests.
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 COURSE-SYLLABUS APPROVAL FORM (CSAF)

For help screens, select a field and press F1

SECTION I. COURSE SUBMISSION INFORMATION

1. Course: (Enter proposed discipline, number & title here. If changing the number or title of an existing course, give old number or title in box 4 below.)  
 Discipline/No: HUM 140 Title: Special Topics

Division Code: HSS Department Code: HUM Effective Term: Fall 1999

2. Type of Approval: (applies to both new courses and changes)  
 Full Approval  
 Conditional Approval  
 This proposal previously received conditional approval for the Term: \_\_\_\_\_

3. Reason for Submission: This Course is being submitted for: (check all that apply)  
 New Course Approval (Skip the rest of Section I and go directly to Section II.)  
 Five-year Syllabus Review  No changes to course  
 Major Change(s)  
 Minor Change(s) (If not due for review, submit sections I, II, and revised parts of Section III.)  
 Reactivation of Inactive Course  
 Inactivation (Submit Sections I and II only.)

4. Change Information: (Check all that apply. Make proposed changes in Section III, Course Syllabus.)

<p><b>Minor Changes</b></p> <input type="checkbox"/> Course Discipline/Number (was _____) <input type="checkbox"/> Course Title (was _____) <input type="checkbox"/> Course Description <input type="checkbox"/> Capacity (was: _____) <input type="checkbox"/> Pre or Corequisites <input type="checkbox"/> Course Objectives (minor changes) <input type="checkbox"/> Distribution of Contact Hours (contact hours were: lect: _____ lab _____ clin _____ exp _____) <input type="checkbox"/> Distance Learning - minor (Attach Preliminary Approval Form for Distance Learning & the Section Handout.) <input type="checkbox"/> Other _____	<p><b>Major Changes</b> (Major changes will be reviewed by Curriculum Committee.)</p> <input type="checkbox"/> Credit hours (credits were: _____) <input type="checkbox"/> Core Elements: (Elements to be added: _____ (Elements to be removed: _____) <input type="checkbox"/> Grading <input type="checkbox"/> Course Objectives (major changes) <input type="checkbox"/> Total Contact Hours (total contact hours were: _____) <input type="checkbox"/> Honors (Attach Honors Section Approval Form.) <input type="checkbox"/> Distance Learning - major (Attach Preliminary Approval Form for Distance Learning & the Student Handout for the Distance Section.) <input type="checkbox"/> Other _____
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5. Rationale for changes:  
Five-Year Master Syllabus Review

SECTION II. COURSE REVIEW INFORMATION AND SIGNATURES

1. Department Review (To be completed by department chair; if recommendation is no, initial and return to preparer with rationale attached.)

Will significant new resources be required?  yes  no (If yes, explain Vans-transportation/Slides-lectures)  
 Have departments that may be affected by this course been consulted?  yes  no (Explain \_\_\_\_\_)  
 Does the department support approval of this course?  yes  no

Print: Elisabeth Thoburn Faculty/Preparer Signature: Elisabeth Thoburn *RPA* Date: 8/20/99  
 Print: Elisabeth Thoburn Department Chair Signature: Elisabeth Thoburn *RPA* Date: 8/20/99

2. Division Review (To be completed by division dean; if recommendation is no, initial and return with rationale attached.)

Will significant new resources be required?  yes  no (If yes, have they been secured?  yes  no)  
 Is this a curricular priority for your division?  yes  no (Comment \_\_\_\_\_)  
 What is your estimate of projected enrollment? NA

Recommendation  Yes  No Richard L. Galant Division Dean's Signature Date: 8/20/99

3. Curriculum Committee Review (Attach additional comments if necessary.)

Recommendation  Yes  No \_\_\_\_\_ Curriculum Committee Chair's Signature Date: \_\_\_\_\_

4. Vice President for Instruction and Student Services Approval (Attach additional comments if necessary.)

Approval  Yes  No [Signature] Vice President's Signature Date: \_\_\_\_\_

Date Filed: 8/20/99 ACS Code: \_\_\_\_\_ Catalog File Date: 8/25/99 CIP File Date: 8/20/99  
 Core Elements Approved: 2, 7, 10, 13 + 14 New Syllabus Date: 8/20/99

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COURSE-SYLLABUS APPROVAL FORM (CSAF)

## SECTION III. COURSE SYLLABUS

For help screens, select a field and press F1.

## A. COURSE DETAILS (discipline # and title will automatically be entered in 1 and 2 below upon saving or previewing)

1. Course Discipline & No.: <u>HUM 140</u>		2. Course Title: <u>Special Topics</u>	
3. Course Description: <u>The Splendors of Ancient Egypt</u>			
4. Credit Hours: <u>3</u> If Variable credit, Give Range: <u>    </u> to <u>    </u> If repeatable for credit, how many times? <u>    </u>	5. Class Capacity: <u>25</u> (If nonstandard, attach Class Capacity Exception form.)	6. Course Options: <input type="checkbox"/> Distance learning (Attach preliminary distance approval form and Section Handout.) <input type="checkbox"/> Honors (Complete Part G.) <input checked="" type="checkbox"/> P/NP Grading (Attach rationale.)	
7. Contact Hours per Semester in: Lecture: <u>27</u> Lab: <u>18</u> Clinical: <u>    </u> Experiential: <u>    </u> Total Contact Hrs: <u>45</u>	8. Prerequisite(s): <u>None</u> <u>    </u> <u>    </u>	9. Corequisite(s): (limit to 2) <u>None</u> <u>    </u>	
10. a. Course Purpose: <input checked="" type="checkbox"/> Program Specialty <input type="checkbox"/> Program Support <input type="checkbox"/> Nonprogram Specialty <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Enrichment <input checked="" type="checkbox"/> Basic Skills	b. Is this course a requirement for a program? <input type="checkbox"/> Yes (specify the program(s) below) <u>    </u> <u>    </u> <input checked="" type="checkbox"/> No	c. Indicate schools to which you want Curriculum Services to send syllabus: (If transfer is approved, attach documentation.) <input type="checkbox"/> EMU <input checked="" type="checkbox"/> UM <input checked="" type="checkbox"/> Other <u>Concordia</u>	

**B. MAJOR INSTRUCTIONAL UNITS** A major instructional unit is a grouping of topics that naturally relate to one another. List in order the major instructional units. Add additional numbers as needed.

**Humanities - Special Topics: General Instructional Units:**

1. Utilize area resources to gain first hand experience of the arts & architecture of a specific culture or time period.
2. Research history, cultural context, ideas of the culture or time period encountered in #1.
3. Critically analyze & compare findings from #2 with experiences from #1.
4. Revisit and re-evaluate first hand formal findings and contextual research and draw conclusions for contemporary human experience and production of art.

**Splendors of Ancient Egypt: Specific Instructional Units**

1. Centered around the unique exhibition "Splendors of Ancient Egypt" are two field trips to study the abundance and variety of objects from Ancient Egypt. One trip in the beginning, one at the end.

Other field trips will lead to the Toledo Museum of Art with its rich Egyptian collection and to the Kelsey museum of Archeology. Here is a unique opportunity to see everyday objects from Ancient Egypt close up and read first hand excavation reports by Kelsey himself.

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COURSE-SYLLABUS APPROVAL FORM (CSAF)

HUM 140

Study units will include:

- using methods of formal analysis to predict context, use, function and beliefs in society
  - analyzing problems of archeology, ownership, restoration, display and deterioration
  - functions and responsibilities of contemporary museums, connoisseurship, values of art
2. Interspersed with the field trips will be classroom sessions of lectures, discussions, presentations and group projects.

Study units will include:

- Daily life in Ancient Egypt
- Rise and development of Egyptology
- Egyptian
- Artistic conventions
- Funerary rites, belief and architecture
- Gods and religion of Ancient Egypt
- Mythology and word views
- Temple architecture
- role of the Pharaoh
- Main historical developments and changes from pharaonic Egypt to present day Egypt

Learning objectives:

- Independent research (including use of new research technology such as computers and the Internet)
  - Development of teamwork through group projects & presentations (collaboration)
3. Critical analysis and comparison between objects and theoretical research will be an integral part of all classroom sessions.

Learning objectives:

- Application of critical thinking skills to the field of humanities
  - Compare validity of different hypothesis provided through the first hand encounters, archeological findings and research.
  - Development of speaking skills and scholarly discussions (argument and counter argument)
4. Revisit the initial exhibition, "Splendors of Ancient Egypt".

Learning objectives:

- Experience wealth of dealing with original objects as an informed viewer in contrast to initial, more superficial experience in the beginning, as an "ignorant" viewer.
- Distinguish facts from hypothesis
- Re-evaluate original speculations on function, use, religions, beliefs, social stratification by balancing formal analysis (1) and contextual research (2).
- Understand this particular class experience as a general tool to evaluate, study, re-evaluate and re-study any environment.

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 COURSE-SYLLABUS APPROVAL FORM (CSAF)

C. CORE ELEMENT INFORMATION

1. Core Element Submission Information: (Please check all that apply)

- This course has been previously approved for core elements. List previously approved core elements: 2, 7, 10, 13, & 14
- Please review this course for core elements marked in part 2 below. (Mark only core elements being added or those needing review because of proposed major changes to the course.)
- This course does not meet any core elements. Explain

2. Proposed Core Element(s): (Mark the boxes of only the elements to be reviewed at this time. For detailed information on the criteria for determining whether a course meets a core element, refer to the Core Element Annotations in the Curriculum Manual.)

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. To read and listen in a critical and perceptive way; to speak in an organized, clear, and effective manner.</li> <li><input checked="" type="checkbox"/> 2. To use information sources and information gathering techniques; to cite sources when producing written communications.</li> <li><input type="checkbox"/> 3. To develop, organize, and express thoughts in writing using Standard English.</li> <li><input type="checkbox"/> 4. To apply basic mathematics through the level of elementary algebra.</li> <li><input type="checkbox"/> 5. To represent and solve problems using mathematical techniques.</li> <li><input type="checkbox"/> 6. To interpret elementary descriptive statistics.</li> <li><input checked="" type="checkbox"/> 7. To comprehend and use concepts and ideas.</li> <li><input type="checkbox"/> 8. To develop, express, test, and evaluate ideas.</li> <li><input type="checkbox"/> 9. To analyze problems, develop solutions, and evaluate results in a clear, logical, and consistent manner.</li> <li><input checked="" type="checkbox"/> 10. To distinguish between fact and opinion; to recognize biases and fallacies in reasoning.</li> <li><input type="checkbox"/> 11. To use computer systems to achieve professional, educational, and personal objectives.</li> <li><input type="checkbox"/> 12. To apply the protocols of computer use and respect the legal and other rights of individuals or organizations.</li> <li><input checked="" type="checkbox"/> 13. To be aware of the artistic experience in personal and cultural enrichment, growth, and communication.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 14. To be aware of the nature and variety of the human experience through the methods and applications of the humanities</li> <li><input type="checkbox"/> 15. To understand the basic principles of scientific inquiry.</li> <li><input type="checkbox"/> 16. To have a knowledge of basic human biological principles, including those related to wellness.</li> <li><input type="checkbox"/> 17. To understand the basic principles of the natural sciences, and their relationship to the environment.</li> <li><input type="checkbox"/> 18. To understand the basic principles and applications of technology.</li> <li><input type="checkbox"/> 19. To understand the principle of integrating technological elements into systems.</li> <li><input type="checkbox"/> 20. To understand the relationship of technology to individuals, society, and the environment.</li> <li><input type="checkbox"/> 21. To understand the methods and applications of the social sciences in exploring the dynamics of human behavior.</li> <li><input type="checkbox"/> 22. To understand those principles and values, including individual rights and civic responsibilities, which maintain and enhance democracy and freedom in a pluralistic society.</li> <li><input type="checkbox"/> 23. To have a working knowledge of the history, structure, and function of American social, political, and economic institutions.</li> <li><input type="checkbox"/> 24. To be aware of the contemporary global community, especially its geographical, cultural, economic, and historical dimensions.</li> </ul> |
|--|---|

DIRECTIONS: Each core element marked above must be included in the appropriate core element boxes next to the course objectives in SECTION D which directly support that core element.

3. Courses That Partially Satisfy A Core Element In Combination With Other Courses:

- If this course is part of a combination of courses that together meet a core element, mark this box. The courses must all be submitted and reviewed together for core element approval.

Other course(s) required \_\_\_\_\_

<b>Dean's Comments:</b>
<b>Curriculum Committee's Comments:</b>
<b>Vice President's Comments:</b>

WASHTENAW COMMUNITY COLLEGE  
COURSE-SYLLABUS APPROVAL FORM (CSAF)

HUM 140

**D. INSTRUCTIONAL OBJECTIVES AND CORE ELEMENTS SUPPORTED**

**DIRECTIONS:** (These Units should match those listed in Section B.) Use student outcome based language. (Example: The student will develop and support a thesis in an essay.) If the objective is being used to directly support a core element, write the core element number in the box to the right. If needed, additional information on how the core element is to be met and/or assessed for accomplishment can be included under the objective. If desired you may add a section of "overall course objectives" which are not associated with a specific unit. This may be particularly helpful for addressing core elements.



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HUM 140

**E. INSTRUCTIONAL METHODS AND EVALUATION**

**1. Instructional Methods:** (Check the appropriate boxes and describe as needed.)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Lecture/Discussion _____      | <input checked="" type="checkbox"/> Field Trips _____ |
| <input type="checkbox"/> Clinical Instruction _____               | <input type="checkbox"/> Team Assignments _____       |
| <input type="checkbox"/> Self-Paced Learning _____                | <input type="checkbox"/> Telecourse _____             |
| <input type="checkbox"/> Internet Instruction _____               | <input type="checkbox"/> Video Seminar _____          |
| <input type="checkbox"/> Computer Simulations _____               | <input type="checkbox"/> Laboratory Assignments _____ |
| <input checked="" type="checkbox"/> On-Site Work Experience _____ | <input type="checkbox"/> Interactive TV _____         |
| <input type="checkbox"/> Other _____                              |   |

**2. Evaluation Criteria:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Attendance _____              | <input type="checkbox"/> Quizzes _____                  |
| <input checked="" type="checkbox"/> Class Discussion _____        | <input type="checkbox"/> Tests _____                    |
| <input type="checkbox"/> Papers _____                             | <input type="checkbox"/> Midterm _____                  |
| <input type="checkbox"/> Portfolio _____                          | <input checked="" type="checkbox"/> Final Exam _____    |
| <input checked="" type="checkbox"/> Projects _____                | <input checked="" type="checkbox"/> Home Work _____     |
| <input checked="" type="checkbox"/> Reports _____                 | <input checked="" type="checkbox"/> Presentations _____ |
| <input type="checkbox"/> Clinical/Work _____                      | <input type="checkbox"/> Performances _____             |
| <input checked="" type="checkbox"/> Other <u>Trip evaluations</u> |   |

**3. Attendance Requirements:** (For Certification or nonevaluative purposes.)

**F. EQUIPMENT, FACILITIES, TEXTS, MATERIALS, AND SUPPLIES**

**1. Special Equipment/Facilities :** (Check the appropriate boxes and describe as needed.)

- |   |  |
|---|--|
| <input type="checkbox"/> Lab equipment _____                                      | <input checked="" type="checkbox"/> Testing Center _____   |
| <input checked="" type="checkbox"/> LRC Reserves _____                            | <input type="checkbox"/> Student Competitions _____        |
| <input checked="" type="checkbox"/> Computers _____                               | <input type="checkbox"/> Off-Campus Sites _____            |
| <input checked="" type="checkbox"/> CD ROM _____                                  | <input checked="" type="checkbox"/> Student Tutors _____   |
| <input checked="" type="checkbox"/> Field Trips <u>DIA, Toledo, Kelsey Museum</u> | <input type="checkbox"/> Distance Learning Classroom _____ |
| <input checked="" type="checkbox"/> Other <u>Vans for transportation</u>          |  |

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2. Texts: (Please indicate if no text is required.)

Title: Text varies according to topic  
 Author: \_\_\_\_\_  
 Publisher: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_  
 Est. Cost: \_\_\_\_\_

Title: \_\_\_\_\_  
 Author: \_\_\_\_\_  
 Publisher: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_  
 Est. Cost: \_\_\_\_\_

Title: \_\_\_\_\_  
 Author: \_\_\_\_\_  
 Publisher: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_  
 Est. Cost: \_\_\_\_\_

Title: \_\_\_\_\_  
 Author: \_\_\_\_\_  
 Publisher: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_  
 Est. Cost: \_\_\_\_\_

Title: \_\_\_\_\_  
 Author: \_\_\_\_\_  
 Publisher: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_  
 Est. Cost: \_\_\_\_\_

Other Texts: \_\_\_\_\_

3. Supplies and/or Uniforms Student will have to Own or Acquire for Course:

(e.g. calculators, uniforms, tools, and software, etc., excluding pen, pencil, paper, or textbooks.)

Descriptions	Cost Estimates
Museum entrance fees	\$25
_____	_____
_____	_____

4. Reference Materials Students Will Use:

(e.g. journals, books, manuals, maps, LRC reserves, etc.)

Coursepack and books on reserve

5. Audio/Visual and Computer Materials Students Will Use:

(e.g. films, video tapes, slides, audio tapes, software, CDs, etc.)

Title	Source
Various videos available at LRC	WCC
_____	_____
_____	_____
_____	_____
_____	_____