 Course Curriculum Map

**Course:** [Prefix, number, title]

**Semester:** [Semester course is delivered]

**Instructor:** [Instructor on record]

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| **Module # and Description** | **Standards** | **Course Objectives** | **Module Objectives** | **Assessments and Activities** | **Course Material** |
| [Module number][Length][Topic] | [Program-level goals, Indiana state standards, and/or accreditation outcomes] | [What students will know and do by the end of the course] | [What students will know and do by the end of the module] | [Assessment = evaluation of student learning][Activity = practice opportunities and ongoing observations of student learning] | [Corresponding textbook reading, articles, web links, videos, audio, graphics, apps, and other interactive learning technology] |
| *Example***Module**: 1**Week #1**: 08/17/21-08/23/21**Topic**: Genre | *Example***Foundational Studies, Fine and Performing Arts, LO 2**: Connect works of art to their literary, cultural, and historical contexts | *Example***CO 6**: Classify films as to type and genre | *Example***MO 1**: Identify how elements of plot, dialogue, costuming, acting, and/or special effects vary among different film genres**MO 2**: Compare and contrast components of filmmaking (e.g. indirect characterization, blocking, editing, cinematography) and storytelling (e.g. elements of plot) between Jurassic Park and at least one other film of its genre**MO 3**: Exercise your cinematic eye by practicing film analysis | *Example***Assessments**: Syllabus quiz**Activities**: Introductory discussion board; Discussion post #1 (identifying genre) [MO 1, MO 2, MO 3] | *Example***Required reading**: Syllabus (Word doc)**Required videos**: “[Intro to Film Genres](https://www.youtube.com/watch?v=aS7EHDwIzPc)” (YouTube); “[Genre](https://www.youtube.com/watch?v=z1n3JBQdN84)” by Hertzfeldt (YouTube); “[The Art of Overanalyzing Movies](https://www.youtube.com/watch?v=h67AHvHMtxY)” (YouTube) |
| *Example***Module**: 2**Week #2**: 8/24/21-8/30/21**Week #3**: 8/31/21-9/6/21**Topics**: Exponential functions; Logarithmic equations | *Example***Indiana Department of Education, PC.EL.1**: Use the definition of logarithms to convert logarithms from one base to another and prove simple laws of logarithms.**IDOE, PC.EL.3**: Graph and solve real-world and other mathematical problems that can be modeled using exponential and logarithmicfunctions; interpret the solution and determine whether it is reasonable. Identify and describe features such asintercepts, domain, range, asymptotes, and end behavior. | *Example***CO 2**: Explain the relationship between exponential and logarithmic functions**CO 3**: Compare and contrast the behavior and characteristics of exponential, logarithmic, and trigonometric functions**CO 4**: Solve exponential and logarithmic equations for a single unknown**CO 7**: Sketch accurate graphs of functions, their transformations, and their inverses**CO 11**: Model real world problems or fit given data through the construction and evaluation of exponential, logarithmic, and trigonometric functions | *Example***MO 1**: Evaluate exponential functions**MO 2**: Model exponential functions with the compound interest formulas**MO 3**: Use the 1 to 1 property of exponential functions to solve simple exponential equations**MO 4**: Evaluate logarithmic functions**MO 5**: Express exponentials in logarithmic form (and vice versa)**MO 6**: Use logarithms to solve exponential equations | *Example***Assessments**: Quiz #1 (Weeks 1-3) [MO 1, MO 4]**Activities**: Discussion board (experiment with exponential graphs) [MO 2, MO 3]; Week 2 and Week 3 WebAssign homework [MO 5, MO 6] | *Example***Required reading**:Chapter 4 of Abramson’s *Pre-Calculus*, sections 4.1-4.5**Required videos**:“Intro to Exponential Functions” lecture video; “Solving Exponential Functions” lecture video; “Intro to Logarithmic Functions” lecture video; “Solving Logarithmic Equations” lecture video**Required technology**: WebAssign; Geogebra slider app |
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**Additional Notes**: