Hitting it out of the Park: Your Best TCA Submission

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Ah, spring: birds are singing, flowers are blooming, there's the crack of the bat and the cries of "play ball!" But that's not all!

It's also just about time to think about your upcoming TCA submissions!

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2020 TCA submissions had an 85% approval rate – that's a winning record!

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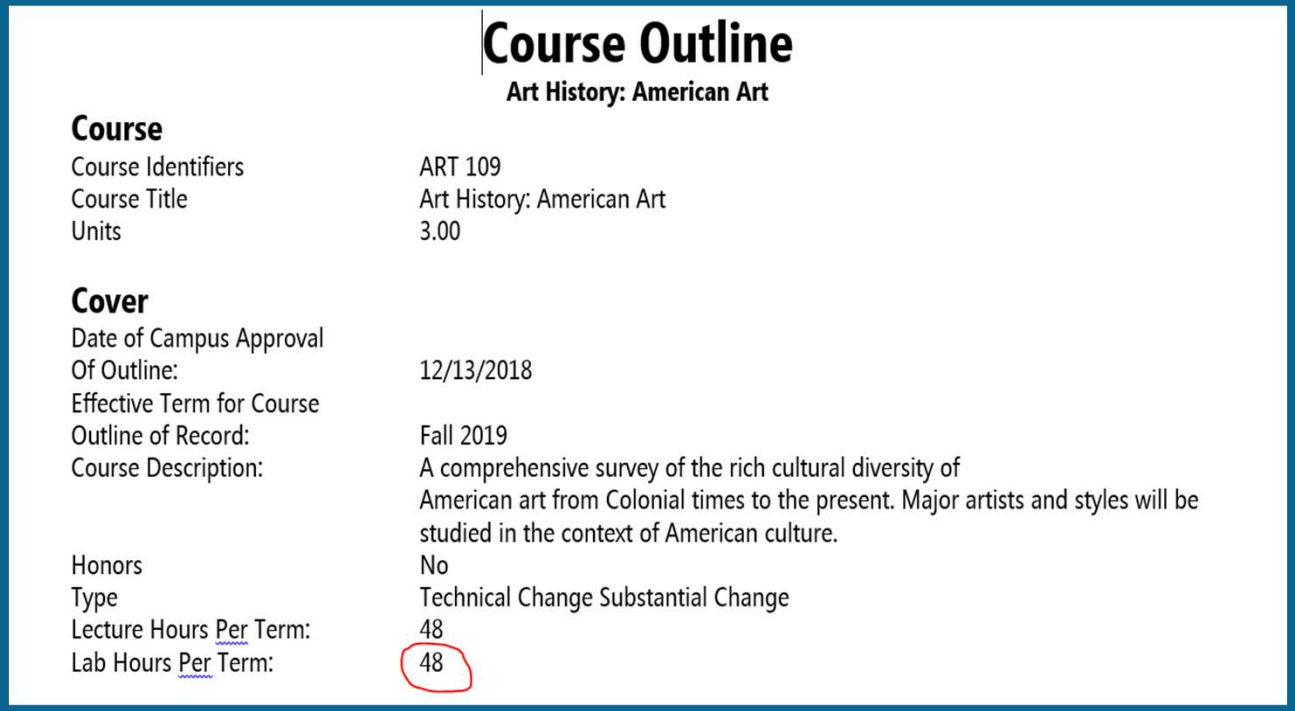
Success starts with practice! So let's practice building an outline that will hit it out of the park!

Here is a snip from a sample course outline



Course Outline

Art History: American Art

Course

Course Identifiers	ART 109
Course Title	Art History: American Art
Units	3.00

Cover

Date of Campus Approval Of Outline:	12/13/2018
Effective Term for Course Outline of Record:	Fall 2019
Course Description:	A comprehensive survey of the rich cultural diversity of American art from Colonial times to the present. Major artists and styles will be studied in the context of American culture.
Honors	No
Type	Technical Change Substantial Change
Lecture Hours Per Term:	48
Lab Hours Per Term:	48

The only area of concern here is the lab hours; this requires an umpire's judgment. While an art history course may have lab hours, it's not typical and so we'd want to look further to determine whether this is a mistake, and thus…

STRIKE ONE!

JF1
JF2

Requisites

Requisites

Prerequisites:	None
Corequisites:	None
Advisories:	None
Enrollment Limitations:	None

This is where we would expect to see a prerequisite, if appropriate.

- Corequisites are considered equivalent to prerequisites for TCA review purposes
- Advisories are not; if a course is listed as an advisory rather than a pre- or co-req, it is not sufficient for TCA approval.
- Enrollment limitations are not considered in the review process.

Slide 8

JF1 Jennifer Forsberg, 4/14/2021

JF2 Jennifer Forsberg, 4/14/2021

Course objectives

Course Objectives

Objectives:

At the end of the course, the student will be able to:

- identify the functions of are in various civilizations and stylistic periods of American art history.
- analyze individual artwork in terms of form, content, media, social context, function, and significance in relation to American art history as a whole.
- distinguish various cultures, styles, periods and movements in American are and identify important artworks for each.

- explain the effect of discrimination on certain aspects of American life detailing the effects this has had on the arts.
- understand the diversity of indigenous American art.
- describe the evolution in the status of artists and the definition of art form early Native Americans to the present supported by appropriate examples.
- distinguish various media used in creating works of art and the technical innovations that have affected the way artists use materials.
- date within reasonable limits the major periods and monuments of American art.

These course objectives are a solid hit. We expect to see correlation between the course objectives and course content (which we'll get to in a minute), but this is also the first place where we get a substantive idea of what students are learning. Complete sentences rather than brief laundry lists are always preferable because it gives the reviewer a more complete idea of what is being taught.

Course Content

Course Content

Course Content:

Lecture

1. Introduction and overview of course, course mechanics, art terminology
2. Art & Conquest: New Spain, Mississippian Cultures, Northern British and Dutch Colonies. Decorative Arts.
3. Defining America Narrative and Portrait painting, Architecture, Nationhood and Native Americans
4. Nature and America – Romantic Period Nature and Scared in Native American life, Hudson River School
5. War between US and Mexico – Narrative Painting Santeros
6. Civil War Prelude – Narrative and Protest painting
7. Race and Civil War – Narrative Painting, Photography, Images of Reconstruction, Native American Culture
8. Work and Art Redefined – 100 years of Independence Portraits and Trompe l'Oeil
9. Vanishing American West
10. End of the Century American Impressionism
11. Chicago School Architecture
12. Early Modernism, Ash Can School, Modernism and Avant Garde, Synchronism, Armory Show of 1913, Abstraction and Figurative, American Artists in Mexico, Imaging in the Southwest, Harlem Renaissance
13. The New Deal Era and WWII Federal Programs for the Arts, Modernist Architecture - Mexican Muralists in America, Painting Injustice
14. Alternative Visions – Corporate View of Industrial America, Women at Work, Rural America – American Scene, Black Poverty
15. Post-Modernism and Art – Art Stars and Art Activism

This is another solid hit – course content is really the heart of the outline for a reviewer, and this one contains enough detail to determine that the course objectives and content are in line, and to have a solid idea of what students are learning.

Course content sections can be too brief, but can they be too long? Generally, no, unless the material being taught seems unreasonably broad, to the point where there's a question about whether that much can be covered in the length of the course.

Intermission – Dogs in the Ballpark!

More Good Boys and Girls!

Look at that face!

Revisiting the Lab Hours!

Lab Content:
N/A

Methods of Instruction
Methods of Instruction: Lecture

Going back to the issue in slide 6, in which 48 lab hours were listed – both of these sections above indicate that there is no lab content. Lab content can sometimes be found elsewhere in an outline, but we would expect to see "see course content" rather than "N/A" if that were the case.

This all suggests that the lab hours were listed in error, and we would expect that to be fixed before we could approve the outline. Luckily, this is a minor technical error, that likely could be remedied during the technical appeal period in October.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation:
Two essay papers, exploring different aspects of American Art, one midterm exam, 5 quizzes, discussion, and a final which includes objectives and short answer essays, as well as image identification.
1. Students will be asked to answer both objective and short answer essay questions central to American art.
2. Students will receive feedback in the form of numeric grades, written comments and discussion of their ability to meet these objectives.
3. Class participation and attendance

The following is an example of a short essay question: Identify a slide of a major artwork, including the title, artist, date, period or style, location and medium. Then write an essay that deals with:

a. How the materials, subject matter and patronage affect the form of the work and the working conditions of artists of the particular period.
b. Provide any other factors that might have influenced the creation of the piece
c. The significance the work may have had in its own time and in the broader scope of American art.

This would be not just a hit but a double! What elevates it is the example. Examples under Methods of Evaluation and Out of Class Assignments are not required, but they give the outline a boost and can make the difference, in a otherwise thin outline, between approval and denial.

Textbooks

Texts & Readings

Title	Author	Date
Framing America	Pohl, Frances K	2002

Other Appropriate Texts:
Supplemental Texts
Craven, Wayne; American Art, History and Culture. McGraw-Hill. 2002
Hughes, Robert; American Visions: The Epic History of Art. Knopf. 1999
Baigell; A Concise History of American Painting and Sculpture. Westview Press. 1996

This is an error, one that's unfortunately common. At least ONE textbook must be published within the past seven years *or* listed as a classic text in the field. Since none of these books are within the recency requirement and there is no "classics" notation, the outline would be denied.

This is another error that can be considered "technical" – and thus the outline could be resubmitted during the technical appeals period.

Out of Class Assignments

Assignments

Out of Class Assignments:
Students will write two essay papers exploring different aspects of American Art Example:
1. Using examples in the text and outside sources, provide an analysis of an American artist, art period, art movement or indigenous culture before the 20th century.
2. Using examples from the text as well as outside sources, provide an analysis of American artist, art period, art movement or indigenous culture of the 20th or 21st century.
3. Reading of the textbook and other assigned articles.

This is yet another hit! (If you're paying attention, the bases are now loaded.) We would more typically see the example of an assignment (which was included under Methods of Evaluation in Slide 13) here, but there's no strike for putting it elsewhere, and the information included here is solid. We will accept a generic list in this section, but a detailed list makes the outline more robust and increases the chances of it being approved.

The end of the outline

Other Information

Other Information:

Student Learning Outcomes

ART109 SLO1 - Identify and discuss the art, artists, and culture of a variety of civilizations and stylistic periods of American art history.

Version Info

Last Saved:
12/3/2020
For Term:
F2021 - Fall 2021

The “other information” section can be used to give contextual information – for example, if your outline is a resubmission for an approved course, it’s helpful to us if you mention in this section why it’s being resubmitted – an added prereq, change in course content, etc. It’s also a good place to let us know if you think your course is similar to an already approved course and/or a course at a UC.

We don’t utilize SLOs in our review.

What's the Score?

This is a loss, for two reasons: the error on lab hours and the out-of-date textbooks. The first reason may seem petty, but because outlines are public-facing and accessible to everyone, it's important to have even the small details be correct.

As noted, both of these should be relatively minor fixes that can be corrected in time for the technical appeal period – giving you another chance to hit a home run!

Who's on First?

UCOP

- May I change my submission month?
- Why did this course not get a UC Eligibility Area?
- I just noticed this course is no longer on the TCA, what happened?
- Why does my course have a limitation?

ASSIST

- How do I change an outline in New ASSIST?
- How do I view the workflow?
- How do I run a report?
- How do I submit, withdraw, resubmit a course?

The TEAM!

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