During my tenure as an Associate Professor at Mt. San Jacinto College I have written tons of curriculum. I also served a two year stint on the Technical Advisory sub-committee of the college's Curriculum Committee. I hadn't been working at the college more than a month before I was charged with assisting in the writing of my very first course curriculum, four courses for our Microsoft Certification program. I can still remember how much it was all Greek to me at the time. My time spent on the Curriculum Committee was a great learning experience. Having to read and review curriculum written by so many different professors for so many different disciplines really helped me to understand the curriculum process much better. I still find it challenging to write new curriculum, but I would like to think what I write has improved considerably from where I started, and I always have a copy of Bloom's Taxonomy close at hand.

The curriculum we write at MSJC takes on a slightly different format then that covered in our textbook. I am including this link to my CSIS 115a HTML Programming curriculum for you to review if you'd like. If you scroll past the course title, number, units, and descriptions, you'll see that we have to identify a "need/justification" course which is then followed by "pre-reqs," "co-reqs," and "recommended preparation." We don't have to state any goals just "Learning Objectives." There is a big push going on statewide to have college departments create "Departmental Learning Objectives" (DLOs) from which "Student Learning Objectives" (SLOs) are abstracted from. In order for our college to pass accreditation during its next cycle both DLOs and SLOs are required to be in place college-wide.

As I am writing about my curriculum experiences, I realize that curriculum mostly defines the course objectives and that perhaps instructional design is more about how I as a teacher will go about putting together a learning experience that will lead my students to achieving those objectives. So in the middle of writing this paper, I have decided to shift directions and try my hand at utilizing the techniques I have learned from reading, to come up with an instructional design that relates to the course I was just describing.

Goal: students will develop a technical overview of the HTML programming language.

Task Analysis: students will compare and contrast markup languages with that of scripting and object-oriented programming languages.

Objective: during a one week time frame, each student will prepare a report comparing and contrasting HTML to JavaScript and Java and it must include at least 10 comparisons or contrasts.

Learning Activities: 1) reading chapter 1 of their textbook, 2) doing online research, 3) attending two class lectures on the subject [normally our classes meet twice per week] 4) taking notes, and 5) reviewing my PowerPoint presentation of the subject.

Media: the student textbook, publisher provided online learning tools, selected Web pages on the Internet (maybe even some YouTube videos or Flash animations, if available), a notepad for taking notes, and my PowerPoint presentation.

Validation: goal will be affirmed by each student taking a passing a multiple choice test on the subject of HTML compared and contrasted to JavaScript and Java.