

# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** NURS 2  
**Full Course Title:** Medical Surgical Nursing II  
**Short Title:** Med/Surg Nurs II  
**TOP Code:** -  
**Effective Term:** Fall 2016

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### Course Standards

**Course Type:** Credit  
**Units:** 7.0  
    **Lecture hours:** 72.0  
    **Lab hours:** 162.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Nursing (Masters Required)
  - Nursing Science/
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### Course Description

This course focuses on nursing theory, concepts and skills related to patients with learning needs and health assessment needs. The emphasis of learning for the student is on nursing concepts and safe nursing care of selected clients in selected systems under study. Further emphasis of learning is upon the surgical patient, the patient with wounds, and the patient who is in pain.

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### Conditions of Enrollment

Satisfactory completion of: NURS 1

### Advisories

- **Computer Literacy - recommended basic computer skills**
  - **Language - recommended eligibility for English 1A**
  - **Mathematics - recommended eligibility for Math 52**
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### Content

#### Course Lecture Content

Lecture:

1. Teaching and Learning
  - a. Adult learning theory
  - b. Assessing client learning needs

- c. Therapeutic communication and the teaching process
- d. Individualizing teaching plans
- e. Developing learning objectives and goals
- f. Evaluation of client learning
- g. The nursing process and client teaching
- 2. Respiratory
  - a. Problems of Oxygenation
  - b. Ventilation
  - c. Upper Respiratory Problems
  - d. Lower Respiratory Problems
  - e. Restrictive and Obstructive Respiratory Disorders
  - f. Significant lab and diagnostic tools and their correct interpretation
  - g. Safe and therapeutic medication and surgical interventions and treatment modalities
  - h. Application of the nursing process
- 3. Renal, Fluid and Electrolyte, Acid Base Balance Disorders
  - a. Infectious disorders of the kidney and renal system
  - b. Immunologic disorders of the kidney
  - c. Obstructive uropathies
  - d. Hereditary and congenital disorders
  - e. Chronic and acute renal failure
  - f. Neoplasms
  - g. Fluid and electrolyte disturbances
  - h. Acid-Base imbalances
  - i. Significant lab and diagnostic tools and their correct interpretation
  - j. Safe and therapeutic medication interventions and treatment modalities
  - k. Application of the nursing process
- 4. The Surgical Client
  - a. Preoperative care and teaching
  - b. Intraoperative care and the role of the RN in the operating theater
  - c. Postoperative care and recovery of the surgical client
  - d. Application of the nursing process
  - e. Musculoskeletal
  - f. Musculoskeletal trauma
  - g. Orthopedic surgery
  - h. Infection
  - i. Neoplasm
  - j. Genetic and autoimmune disorders
  - k. Effects of age-related changes
- 5. Gastrointestinal
  - a. Assessment
  - b. Nutritional problems
  - c. Obesity
  - d. Upper Gastrointestinal problems
  - e. Lower Gastrointestinal problems
  - f. Liver, Pancreas and Biliary tract problems
  - g. Age-related changes and needs
  - h. Significant lab and diagnostic tools and their correct interpretation
  - i. Safe and therapeutic medication interventions and treatment modalities
- 6. Pain
  - a. Pain Mechanisms
  - b. Classification of Pain
  - c. Pain assessment
  - d. Safe and effective treatment modalities
  - e. Gerontologic considerations
  - f. Cultural considerations
  - g. Ethical issues

## Lab:

1. Teaching and learning needs
  2. Respiratory disorders
  3. Renal, Fluid, electrolytes, and acid-base balance disorders
  4. Surgical client
  5. Musculoskeletal disorders
  6. Gastrointestinal disorders
  7. Client in pain
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## Objectives

1. Demonstrate knowledge in client care as a basis for implementing the nursing process.
  2. Integrate knowledge from growth and development, sexuality, human needs, biophysical, and psychosocial sciences in the care of adult clients.
  3. Discuss significant psychosocial variables including age, family and culture when caring for adult clients.
  4. Discuss how nursing process is applied to health problems and concerns of selected clients.
  5. Demonstrate understanding of therapeutic communication at the N32 level with selected clients
  6. Demonstrates proficiency in critically evaluating selected clients in light of N32 concepts. **\*\*Requires Critical Thinking\*\***
  7. Explain teaching-learning principles and how they relate to nursing role as teacher.
  8. Explain the nurse advocacy role in relation to the surgical client and hospitalized client.
  9. Discuss legal/ethical issues relevant to specific content.
  10. Formulate a nursing diagnosis through observation of the client's physical condition and behavior, and through the interpretation of information obtained from the client and others, including the health team. **\*\*Requires Critical Thinking\*\***
  11. Formulate a care plan, in collaboration with the client, which ensures that the direct and indirect nursing care services provide for the client's safety, comfort, hygiene, and protection and for disease prevention and restorative measures. **\*\*Requires Critical Thinking\*\***
  12. Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the client and family and teaches the client and family how to care for the client's health needs.
  13. Delegates tasks to subordinates based on the legal scopes of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated, and effectively supervises nursing care given by subordinates. **\*\*Requires Critical Thinking\*\***
  14. Evaluates the effectiveness of the care plan through observation of the client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment and through communication with the client and health team members, and modifies the plan as needed. **\*\*Requires Critical Thinking\*\***
  15. Acts as the client's advocate, as circumstances require, by initiating action to improve health care or to change decisions or activities which are against the interests or wishes of the client, and by giving the client the opportunity to make informed decisions about health care before it is provided.
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## Student Learning Outcomes

1. Upon completion of this course, students will engage in meaningful discussions and reports with patients and interdisciplinary team members to promote safe, quality, patient-centered care.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  2. Upon completion of this course, students will render high quality, safe, patient-centered care using the nursing process to respond to changing patient status by formulating care plans that prioritizes interventions and applies evidence-based practice to all patient situations.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  3. Upon completion of this course, students will provide high quality, patient-centered care to all patients.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
  4. Upon completion of this course, students will demonstrate proficiency in calculating medication doses.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
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## Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Other**

Publisher produced online testing & skill instruction, simulation, Learning modules & case studies

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## Assignments

### Reading Assignments

Read chapter as assigned. Read reference resources as assigned.

### Writing Assignments

Complete a weekly clinical reasoning paper and transition to a clinical concept map and reflective journal.

### Other Assignments

Clinical Reasoning Paper:

1. Patient Questionnaire: 10 minute initial interview between student and patient to discern patient perceptions of hospitalization, care, and information that may have been overlooked or poorly understood; provides a means of assessment, fosters trust and patient advocacy
2. Lab Worksheets - Make connections between labs and diagnostics and your physical assessment findings to assess the patient's current status (on your day of care) and to verify the effectiveness of medications and IV fluids. Briefly evaluate the relationship between labs and diagnostics during DOC, expand on your interpretation in reflection.
3. Medication Worksheet: Your role as the RN in advocating for safe and therapeutic medication administration i reinforced in this section - also used to evaluate the effectiveness of all medications the patient is receiving regardless of whether the student administers the medications or not.
4. Problem Identification: Identify what you believe are the patient's acute priority problems in prep and during your day of care. Document the insights you gained during the DOC and afterwards.
5. Care Plan: formulate a priority collaborative or nursing diagnosis, interventions and evaluation of effectiveness.

### Concept Map/Care Plan

Cluster patient data in prep by body systems. Add other pertinent information such as medications, abnormal lab and diagnostic information, pain, and chronic medical conditions. Prioritize the information according to threat to safety, and establish relationships between and among patient problems to achieve a wholistic view. As you render care during the clinical day, add information including physical assessment findings, reactions to medications and treatments. Identify the highest priority problem and create a priority care plan to reflect appropriate and safe care; include interventions and patient responses. Turn in the map and care plan to the clinical instructor at the end of the day for feedback; Submit a reflective journal within 24 hours and answer the following questions:

1. Describe what acute problems you identified as priority. What was your rationale when you first identified them? Did your priorities change during your day of care? After reflection, would you still agree with your impressions of what problems had priority during your clinical

- day? If not, what changed your outlook?
2. Describe a safety issue involved in the patient care. How did your fall risk score and Braden score affect your plan of care? What medication(s) did you have concerns about considering safety for the patient? What, in your opinion, was the resolution to the safety issue?
  3. What treatment goals are served by the current ordered patient medications including PRN's? In other words, why are the medications ordered and how will they achieve safe, quality care?
  4. What other members of the multidisciplinary healthcare team are involved in your patient's care – these include the physician, the respiratory therapist, the lab technician, the wound care team, social worker, imaging technicians, physical therapist, and discharge planner. What do you believe are their treatment goals and how to do see your nursing goals align with the multidisciplinary team's?
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## Methods of Evaluation

- **Essay/Paper**
  - **Exams**
  - **Homework**
  - **Laboratory Assignments**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Problem Solving Exercises**
  - **Quizzes**
  - **Research Project**
  - **Skills Demonstrations/Performance Exam**
  - **Other**  
Clinical Observations and reports from clinical instructors
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## Course Materials

### Textbooks:

1. Ignatavicius, Donna; Workman, Linda . *Medical Surgical Nursing*, 8th ed. Elsevier , 2015, ISBN: 9781455772582

### Other:

1. Publisher online materials, Syllabus, Lecture Notes or Power points, Nursing skills attainment equipment, Numerous clinical reference books.
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** NURS 37

**Full Course Title:** LVN to RN Bridge Course

**Short Title:** LVN/RN Bridge

**TOP Code:** 1230.10 - Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)\*

**Effective Term:** Spring 2018

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### Course Standards

**Course Type:** Credit

**Units:** 2.0

**Lecture hours:** 36.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Nursing (Masters Required) **Or**
  - Nursing Science/
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### Course Description

The bridge course is designed to prepare the Licensed Vocational Nurse to enter the 3rd semester of the ADN Program and to facilitate transition from the LVN to RN role.

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### Content

#### Course Lecture Content

1. Module 1 – Role Transition
  - a. Introduction
  - b. Overview of Course and Syllabus
  - c. ADN Program Overview
  - d. ADN Handbook
  - e. Role of Student in ADN Program
  - f. Contrast LVN and RN Role
  - g. Directed vs. Independent Practice
  - h. Role Transition Issues
    - i. Stages of Role Transition
    - j. Socialization into the RN Role
2. Module 2 – Nursing Process
  - a. Definition and Purpose
  - b. Nursing Assessment
    - i. Data Collection
    - ii. Documentation
  - c. Nursing Diagnosis
    - i. Data Analysis

- ii. Diagnostic Statement
    - iii. Diagnostic Errors
  - d. Planning of Care
    - i. Goals
    - ii. Selecting Intervention
    - iii. Outcomes
    - iv. Documentation
  - e. Implementing Care
    - i. Preparation
    - ii. Intervention
    - iii. Documentation
  - f. Evaluating Care
    - i. Use of Critical Thinking
    - ii. Evaluating Goal Achievement
    - iii. Revising Care Plan
  - g. Application of Nursing Process
    - i. Selected Case Studies
- 3. Module 3 – Documentation and APA format
  - a. Review legal documentation issues
    - i. State Law
    - ii. JCAHO
    - iii. Signing Entries in the Medical
    - iv. Recording Errors and Late Entries
  - b. Review standards of documentation
    - i. Factual
    - ii. Accurate
    - iii. Complete
    - iv. Current (Timely)
    - v. Organized
    - vi. Legible
    - vii. If Not Charted, Not Done
  - c. Discuss documentation policies, student responsibilities and expectations
    - i. Assessment Findings
    - ii. Nursing Interventions
      - A. Medications
      - B. Teaching
      - C. Patient Response
    - iii. Discuss / review APA Format
- 4. Module 4 – Validation of first level practicum skills
  - a. Demonstration / review of each skill

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## Objectives

- 1. Complete module 1 (role transition) **\*\*Requires Critical Thinking\*\***
  - 2. Complete module 2 (nursing process) **\*\*Requires Critical Thinking\*\***
  - 3. Complete module 3 (Documentation and APA format) **\*\*Requires Critical Thinking\*\***
  - 4. Complete module 4 (skills testing) **\*\*Requires Critical Thinking\*\***
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## Student Learning Outcomes

1. Upon completion of this course, the student will be able to formulate a Nursing or Collaborative Diagnosis and plan of care that responds to changing patient status and incorporates prioritized interventions reflective of evidence-based practice to assure safe and therapeutic care.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  2. Upon completion of this course, students will demonstrate proficiency in calculating medication doses.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
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## Methods of Instruction

- **Lecture/Discussion**
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## Assignments

### Writing Assignments

Written care plan on pain

### Other Assignments

Demonstrate sterile technique by placing a foley catheter in a female dummy in the simulation lab

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## Methods of Evaluation

- **Essay/Paper**
  - **Exams**
  - **Homework**
  - **Skills Demonstrations/Performance Exam**
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## Course Materials

### Textbooks:

1. Ignatavicius, Donna D., Workman, Linda M.. *Medical-Surgical Nursing*, 8th ed. Elsevier, 2015, ISBN: 978-1455772551  
**Equivalent text is acceptable**
2. Carpenito-Moyet. *Nursing Diagnosis: Application to Clinical Practice*, 15th ed. Elsevier, 2016, ISBN: 978-1496338419  
**Equivalent text is acceptable**

### Manuals:

1. Yuba College Nursing program. *Nursing program Handbook*, Yuba College nursing program, 2016, ISBN: NA
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** RADT 55

**Full Course Title:** Introduction to Radiologic Sciences

**Short Title:** Intro Rad Sci

**TOP Code:** 1225.00 - Radiologic Technology/Science - Radiographer\*

**Effective Term:** Fall 2017

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### Course Standards

**Course Type:** Credit

**Units:** 1.0

**Lecture hours:** 18.0

**Repeatable:** No

**Grading Method:** Letter Grade or Pass/No Pass

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### Minimum Qualifications for Instructors

- Radiological Technology
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### Course Description

Introduction to the field of Radiologic Sciences and the interactions with medicine and other medical specialties. Refresher course for program prerequisites.

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### Conditions of Enrollment

Acceptance into the Radiologic Technology Program.

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### Content

#### Course Lecture Content

1. Review program prerequisites
    - a. Algebra
    - b. Medical terminology
    - c. Chemistry
    - d. Anatomy
    - e. Physiology
    - f. English writing skills
  2. Orientation to the program's academic and administrative structure
  3. Imaging/Radiology department function and objectives
  4. Healthcare delivery system
  5. Hospital organization
  6. Professionalism
-

## Objectives

1. Demonstrate an understanding of the prerequisites required for program entry: algebra, medical terminology, chemistry, anatomy, physiology, and English writing skills. **\*\*Requires Critical Thinking\*\***
  2. List and discuss components of the health care delivery system. **\*\*Requires Critical Thinking\*\***
  3. Identify major issues and problems associated with health care delivery. **\*\*Requires Critical Thinking\*\***
  4. Identify key administrative personnel and discuss their relationship with the radiology program.
  5. Demonstrate an understanding of medical/radiologic professionalism.
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## Student Learning Outcomes

1. Upon completion of the course, students will successfully pass with a grade of 75% or better a comprehensive exam.
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## Methods of Instruction

- Lecture/Discussion
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## Distance Education

### Delivery Methods

- Online
  - Hybrid
    - All lecture hours will be online; lab/activity hours will be face-to-face
    - Some lecture hours will be online
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## Assignments

### Reading Assignments

### Writing Assignments

### Other Assignments

1. After reading online lectures and provided webpages, students will be given a quiz on the prerequisite material required for entry into the program.
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## Methods of Evaluation

- Essay/Paper
  - Quizzes
  - Other
    - Class discussion.
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## Course Materials

### Other:

1. Online lectures with links to various applicable sites will be provided for student prerequisite review.
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** AUTO 76

**Full Course Title:** I-Car Autobody--Non-Structural 1 and 2

**Short Title:** I-Car Non-Struc

**TOP Code:** 0949.00 - Autobody/Collision and Repair Technology/Technician\*

**Effective Term:** Spring 2018

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### Course Standards

**Course Type:** Credit

**Units:** 5.0

**Lecture hours:** 72.0

**Lab hours:** 54.0

**Repeatable:** No

**Grading Method:** Letter Grade or Pass/No Pass

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### Minimum Qualifications for Instructors

- Auto Body Technology
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### Course Description

This course provides the technical information and hands on experience needed to perform cosmetic straightening of steel, aluminum and plastic repair. Topics include: removal and replacement of bolted on panels; removal, replacement and repair of bumper facias; removal and replacement of headlight and tail lamp assemblies; removal, replacement and adjustment of movable glass. Introduction to steel GMAW-MIG welding, Aluminum GTAW-TIG welding and STRSW- Squeeze-type Resistance Spot welding MIG Brazing, Nitrogen Plastic welding, Plasma Arc Cutting and Adhesively Bonded Panel replacement. Body working Hand Tools, Abrasives and Fillers will be covered.

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### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
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### Content

#### Course Lecture Content

1. Steel Used in Vehicle Construction
2. Damage Analysis
3. Bolted Exterior Panel Replacement and Alignment
4. Front Body Panels and Bumpers
5. Doors and Door Assemblies
6. Rear Body Panels-Composite Quarter Panels
7. Weatherstripping and Leaks
8. Moveable Glass

9. Side Door Glass
10. Rear Body Moveable Glass
11. Sunroofs and Removeable Glass
12. Inspection of Moveable Glass
13. Exterior Panel Construction and Replacement
14. Door Skin and Weld-on Hinge Replacement
15. Quarter Panel, Box Side, Side Panel Replacement
16. Roof Panel Designs and Replacement
17. Rear Body Panel Joint Design and Repair Plan
18. Introduction to Welding
  - a. GMAW-MIG Welding on Steel
  - b. STRSW-Squeeze Type Resistant Spot Welding
  - c. GTAW- Gas Tungsten Arc Welding on Aluminum
  - d. Weld-bonding
  - e. Nitrogen Plastic Welder
  - f. MIG Brazing
19. Removal and Repair of Plastic or SBC Bumper Facias
20. Body Working Hand Tools
21. Plastic Fillers
22. Polyester Fillers
23. Abrasives
24. Shrinking Sheet metal
25. Polyester Primers
26. Urethane Primers
27. Shielding Gases used for GMAW and GTAW Welding processes
28. Proper cleaning procedure used to prep steel and aluminum

### **Course Lab/Activity Content**

1. Student will use a work sheet to perform a damage analysis
2. Student will remove and replace bolted on parts
3. Student will remove and replace moveable glass
4. Remove and replace Bumper Facias
5. Remove and Repair Bumper Facias
6. Remove and Repair minor body damage
7. Set up GMAW MIG Welder
8. Set up GTAW TIG Welder
9. Perform GMAW MIG welding practice on steel coupons
10. Perform GTAW TIG welding practice on aluminum coupons
11. Prepare repaired panel for primer
12. Set up and use Plasma Cutter
13. Mix and apply Plastic Fillers
14. Mix and apply Polyester Fillers
15. Identify and use the proper Abrasives for initial shaping of Fillers
16. Identify and use the proper abrasives for final shaping of Fillers

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### **Objectives**

1. Identify the types of steel used in vehicle construction and describe steel characteristics.

2. Make repair versus replace decisions on exterior panels and determine the damage removal sequence.
  3. Identify exterior parts and exterior panel alignment requirements, and develop a repair plan.
  4. Identify tools and equipment requirements and organize fasteners.
  5. Identify the different types of bumper systems including steel, plastic, and energy absorbing.
  6. Demonstrate the process of replacing grilles and steel and plastic fenders, of aligning fenders, and of replacing and aligning hoods.
  7. Demonstrate the process of replacing door handles, doors, hinges, and composite door skins, of aligning doors, and of replacing sliding doors.
  8. Demonstrate the process of replacing composite quarter panels, box sides, truck boxes, deck lids, lift gates and hatchbacks, and tailgates.
  9. Identify the process used to replace weatherstripping and detect leaks.
  10. Explain the role of movable glass in vehicles, identify the various types of movable glass construction and drive mechanisms, and determine glass ordering identification issues.
  11. Identify types of roll up side door glass and glass assemblies, and identify issues with the repair and replacement of door glass, window regulators, runs, channels, and related parts.
  12. Identify sunroof assemblies and identify parts of each.
  13. Demonstrate the methods used to prevent water leaks in sunroof assemblies.
  14. Identify the different types of removable glass roof panels.
  15. Troubleshoot the electrical operation of movable glass assemblies.
  16. Identify types of doors and door construction, make damage analysis decisions, and create a repair plan for door skins and door shells.
  17. Identify the different parts of a GMA (MIG) welder and general maintenance requirements for each part.
  18. Determine the best welding techniques for the joint being made.
  19. Exams and quizzes. **\*\*Requires Critical Thinking\*\***
  20. Discussion and analysis of basic theories and techniques utilized in the subject matter. **\*\*Requires Critical Thinking\*\***
  21. Problem solving and critical thinking scenarios and other participation activities done during class. **\*\*Requires Critical Thinking\*\***
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## Student Learning Outcomes

1. Upon completion of the course, the student will demonstrate how to remove and replace the front bumper fascia.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. Upon completion of the course, the student will demonstrate how to safely remove and replace moveable door glass.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools

- for personal, academic, and career tasks.
3. Upon completion of the course, the student will demonstrate how to remove and replace the hood.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  4. Upon completion of the course, the student will demonstrate how to align doors.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
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## Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
  - **Other**  
Interactive TV, speakers, field trips, online research
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## Assignments

### Reading Assignments

Student will be assigned to read Chapter 8 in the textbook. Aluminum Repair and Panel Replacement

### Writing Assignments

After reading the chapter the student will be required to answer the ASE style questions at the end of the chapter

### Other Assignments

Student will be required to write a chapter outline that consists of one written page for every 4 pages of written text.

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## Methods of Evaluation

- **Exams**
  - **Homework**
  - **Laboratory Assignments**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Research Project**
  - **Skills Demonstrations/Performance Exam**
  - **Other**  
Problem solving/critical thinking
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## Course Materials

### Textbooks:

1. Crandell, Mitchell. *Online for Auto Body Repair and Refinishing*, 2nd ed. Goodheart-Wilcox, 2016, ISBN: 978-1-63126-408-5

### Other:

1. Safety glasses, respirator
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** AUTO 77

**Full Course Title:** I-Car Autobody--Refinishing 1 and 2

**Short Title:** Refinishing 1 & 2

**TOP Code:** 0949.00 - Autobody/Collision and Repair Technology/Technician\*

**Effective Term:** Spring 2018

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### Course Standards

**Course Type:** Credit

**Units:** 5.0

**Lecture hours:** 72.0

**Lab hours:** 54.0

**Repeatable:** No

**Grading Method:** Letter Grade or Pass/No Pass

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### Minimum Qualifications for Instructors

- Auto Body Technology
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### Course Description

This course includes the principles of paint finish application, tinting/blending, color adjustments, color mismatch problems, finish inspection, removal of finish defects, interior and exterior detailing, refinish equipment, surface prep, and masking. Other topics include paint application techniques, corrosion protection, new paint technologies, color identification, and vehicle color codes. This course will also provide the information needed to start a Home Based Detailing Business. The course also addresses compliance with OSHA and EPA rules. Students enrolled may be eligible to apply for Inter-Industry Conference on Automotive Collision repair (I-CAR) points. This YCCD/I-CAR alliance course also prepares student for ASE testing.

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### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
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### Content

#### Course Lecture Content

1. Cleaning for Inspection
  - a. Use of proper cleaning soap
  - b. Use of proper wax and degreaser
2. Initial Finish Inspection for Refinishing Procedure
  - a. Scratches
  - b. Fading
  - c. Peeling
  - d. Environmental damage

3. Surface Preparation
  - a. Proper sanding techniques
  - b. Proper metal preparation
  - c. Proper Aluminum preparation
  - d. Proper Plastic preparation
  - e. Proper SBC preparation
4. Paint Application
  - a. Proper air pressure adjustment
  - b. Proper spray gun adjustment
  - c. Proper overlap technique
  - d. Proper film build
  - e. Proper blending techniques
  - f. Proper dry time between coats
5. Color Adjustment
  - a. Understanding of the 4 basic colors
  - b. Understanding of the color adjustment wheel
  - c. Understanding of color tinting
  - d. Understanding of vehicle color code
  - e. Understanding of color mixing software
  - f. Use of spray out card
  - g. Use of spray out light
6. Finish Defect Removal
  - a. Identifying finish defects
  - b. Understanding of proper defect removal techniques
  - c. Use of color sanding paper
  - d. Use of buffing equipment
  - e. Understanding the difference between Rotary, Forced Rotation and D.A. Style Buffers
7. Finish Protection
  - a. Proper use of polishing equipment
  - b. Use of waxes and polishes
8. Paint Technologies
  - a. Lacquers
  - b. Enamels
  - c. Urethanes
  - d. Waterborne
9. Regulatory Agencies
  - a. OSHA
  - b. Local air quality management district
  - c. VOC regulation national rule vs. California
10. Refinishing Shop Equipment
  - a. Compressors and air Supply requirements
  - b. Regulators, Filters and Extractors
  - c. Spray Booths, Cleaning and Testing
  - d. Paint Mixing Rooms
11. Paint Spray Guns
  - a. Types and Designs
  - b. Air Supply and Regulation
  - c. Adjustments
  - e. Cleaning and Maintenance
12. Masking Materials and Procedures
  - a. Mask or Remove Parts



- b. Tapes and Papers
- c. Masking Machines
- 13. Home Based Detailing Business
  - a. How to obtain a Business License
  - b. What Type of Insurance to Buy
  - c. How to Develop a Business Plan
  - d. What types of Tools to Purchase
  - e. What Type of Chemicals to Purchase
  - f. Difference between Collision Paint Defect Removal and Exterior Paint Correction
  - g. How to Develop different Paint Correction packages
  - h. Foam Guns vs. Foam Cannon
  - i. Rinseless Washing
  - j. Waterless Washing
  - k. Waxes, Sealants and Ceramic Coatings
  - l. Understand Environmental fall out effects on painted surfaces

### **Course Lab/Activity Content**

1. students using work sheets will identify and use the proper cleaning products for wax and silicone removal
2. students using work sheets will identify surface imperfections
3. students will demonstrate the proper sanding technique used to prep panel for paint application
4. properly mask area to be refinished
5. properly apply primer
6. properly apply sealers
7. properly apply topcoats and clear coats
8. make adjustments to spray guns
9. properly color sand and polish fresh clearcoat
10. make adjustments to air pressures
11. identify and vehicle color code
12. use color code to find paint formula
13. use paint formula retrieval system to mix color
14. use color variance chips to identify color differences
15. identify environmental fall out damage to paint finishes
16. properly remove environmental fall out before paint correction
17. develop paint correction plan
18. perform paint correction using proper chemicals, pads and buffers
19. protect paint using waxes, sealants or ceramic coatings

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### **Objectives**

1. Demonstrate how to use masking material to reduce cleanup steps.
2. Identify tools that can be used for inspecting a finish.
3. Identify types of finish damage.

4. Determine how to monitor film thickness and what to keep in mind on original finish and refinish.
  5. Use standing and buffing equipment and techniques for removing finish defects.
  6. Outline final exterior touch-up steps.
  7. Describe how to understand and identify damage, list the four types of OEM finishes, and describe the many functions of primer-surfacers.
  8. Describe what could dictate removing or masking parts, where aperture tape is used, and what function standing performs.
  9. Identify the proper spray gun set-back distance is and what the proper material overlap is.
  10. Describe what a substrate may be, identify scuffing, and describe what types of problems previously refinished areas may have.
  11. Exams and quizzes. **\*\*Requires Critical Thinking\*\***
  12. Discussion and analysis of basic theories and techniques utilized in the subject matter. **\*\*Requires Critical Thinking\*\***
  13. Problem solving and critical thinking scenarios and other participatory activities done during class. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of the course, students will demonstrate how to use magnifying tools to determine paint defects.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  2. Upon completion of the course, students will demonstrate the proper use of ultra fine sand paper as part of the paint defect removal process.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  3. Upon completion of the course, students will identify and demonstrate the proper compounding/polishing products to be used in the paint defect removal process.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 

## Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
  - **Other**  
Interact TV, Field trips, speakers and site visits, online research
- 

## Assignments

### Reading Assignments

Students will be required to read Chapter 24. Detailing

### Writing Assignments

Student will answer the ASE style questions at the end of chapter 24

### Other Assignments

The student is required to write a chapter outline that consists of one written page for every four pages of text

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## Methods of Evaluation

- Exams
  - Homework
  - Laboratory Assignments
  - Oral Tests/Class Performance
  - Participation
  - Quizzes
  - Research Project
  - Skills Demonstrations/Performance Exam
  - Other
    - Problem solving/critical thinking
- 

## Course Materials

### Textbooks:

1. Crandell, Mitchell. *Online for Auto Body Repair and Refinishing*, 2nd ed. Goodheart-Wilcox, 2016, ISBN: 978-1-63126-408-5

### Other:

1. Safety glasses, respirator.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** EMT 510

**Full Course Title:** Health Care Provider CPR

**Short Title:** Health Care CPR

**TOP Code:** -

**Effective Term:**

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### Course Standards

**Course Type:** Noncredit

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### Minimum Qualifications for Instructors

- Emergency Medical Technologies
- 

### Course Description

The American Heart Association's new basic life support course includes science and education from the 2015 Guidelines Update for CPR and ECC. This course teaches both single-rescuer and team basic life support skills for application in both prehospital and in-facility environments, with a focus on high-quality CPR and team dynamics.

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### Content

#### Course Lecture Content

1. The importance of high-quality CPR and its impact on survival
  2. The steps of the Chain of Survival and the BLS concepts of the Chain of Survival
  3. The signs of someone needing CPR
  4. Performing high-quality CPR for adults, children and infants
  5. The importance of early use of an AED and demonstrate its use
  6. Providing effective ventilations by using a barrier device
  7. The importance of teams in multi-rescuer resuscitation and perform as an effective team member during multi-rescuer CPR
  8. The technique for relief of foreign-body airway obstruction (choking) for adults and infants
- 

### Objectives

1. Demonstrate skills needed to assess and manage foreign body airway obstruction in infants, children and adults. **\*\*Requires Critical Thinking\*\***
2. Demonstrate skills needed to provide one- and two- person cardiopulmonary resuscitation to infants, children and adults.

3. Recall rationale and technique for automated external defibrillation.
4. Complete American Heart Association's BLS written final examination as required for healthcare professionals.
5. Demonstrate proper use of pocket mask, bag-valve mask and ventilation to an artificial airway during resuscitation attempts.

---

## Student Learning Outcomes

1. On completion of CPR training, the participant should be able to demonstrate resuscitation of an adult and infant in cardiac arrest. This should be assessed during or at the end of the training, using a simulated incident and a resuscitation-training manikin.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
2. Upon completing CPR 510, our goal is that the student will have improved their skills in: recognizing a patient who is in cardiac arrest, better performance in a team environment, communicate clearly with other EMS professional, and be more proficient at providing high quality CPR.
3. We also want them to have a good understanding of basic anatomy and physiology, the new updates to CPR from the American Heart Association, and the overall goal of AHA's CPR program.
4. We expect our students to leave with an above average knowledge of CPR and AED.

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## Methods of Instruction

- **Lecture/Discussion**
- **Other**  
Hands-on demonstration

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## Assignments

### Reading Assignments

1. Read Part 2 in the student manual, and be ready to demonstrate how to give proper chest compressions to both adults and infants. You will also be demonstrating proper airway maneuvers.
2. Read Part 3 in the student manual and explain when and how to use an AED.

---

## Methods of Evaluation

- **Participation**
- **Quizzes**
- **Skills Demonstrations/Performance Exam**

---

## Course Materials

### Textbooks:

1. N/A. *Basic Life Support (BLS) Provider Manual #15-1010*, 1st ed. Channing L Bete , 2016, ISBN: 978-1616694074

# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** EMT 61  
**Full Course Title:** Emergency Medical Technician  
**Short Title:** EMT  
**TOP Code:** -  
**Effective Term:** Spring 2015

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### Course Standards

**Course Type:** Credit  
**Units:** 7.0  
**Total class hours:** 170.0  
**Total contact hours in class:** 170.0  
**Lecture hours:** 112.0  
**Lab hours:** 58.0  
**Hours outside of class:** 24.0  
**Repeatable:** Yes (2)  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Emergency Medical Technologies
- 

### Course Description

The EMT program is a comprehensive curriculum that provides knowledge and critical thinking skills necessary to provide Emergency Medical Care in a pre-hospital environment. Academic rigor encompasses legal and moral aspects, primary and secondary patient assessments, interventions, proper use of emergency medical equipment, recognizing signs and symptoms, and pathophysiology of medical emergencies and traumatic injuries. This course meets EMT curriculum requirements of the California Code of Regulations Title 22. Upon successful completion, students are eligible to take the National Registry EMT certifying examination and qualify for a California EMT License

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### Conditions of Enrollment

Have all course materials (Textbook with Premier Package) on the first day of class. Course Materials required by EMT instructors; CURRENT CPR CERTIFICATION California Code of Regulations Title 22. Social Security Division 9. Prehospital Emergency Medical Services Chapter 2. Emergency Medical Technician Article 3. Program Requirements for EMT Training Programs 100066. Procedure for EMT Training Program Approval. (2) A statement verifying CPR training equivalent to the 2015 American Heart Association's Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care at the Healthcare Provider level is a prerequisite for admission to an EMT basic course. ; Students must be 18 years of age at start of Clinical Rotations California Code of Regulations Title 22. Division 9. Chapter 2. Emergency Medical Technician Article 4. EMT Certification Section 100079(a)(5) ; Provide proof of vaccinations; measles, mumps, and rubella (MMR) immunization. These vaccination requirements are outlined within the signed agreement between Rideout Hospital and Bi-County Ambulance. In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and National Registry.; Provide proof of negative tuberculin (TB) skin test taken within 3 months of start of course. These vaccination requirements are outlined within the signed agreement between Rideout Hospital and Bi-County Ambulance. In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and the National Registry.;

Provide proof of varicella (chicken pox) vaccine, immunization, or a positive varicella titer test. These vaccination requirements are outlined within the signed agreement between Rideout Hospital and Bi-County Ambulance. In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and the National Registry.; Provide proof of completed Hepatitis B vaccine series with a positive Hep B titer test, OR sign a declination form stating your voluntary refusal to obtain this vaccination. These vaccination requirements are outlined within the signed agreement between Rideout Hospital and Bi-County Ambulance. In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and the National Registry.; Provide proof of a current season flu shot vaccination. These vaccination requirements are outlined within the signed agreement between Rideout Hospital and Bi-County Ambulance. In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and the National Registry.; Be prepared to purchase EMT uniform on the first day of class, and wear the uniform to all EMT class oriented activities. (approximately \$100.00). Required as part of Yuba College's EMT Program; Complete and provide proof of completed drug screen test and criminal background. Information regarding this requirement is provided 30 days prior to ER clinical (approximate cost: \$90.00.) - Required by SSV -Rideout Hospital; Obtain Yuba College EMT badge: \$10.00 Required for Bi-County Ambulance;

## **Advisories**

- **Language - recommended eligibility for English 1A**
- 

## **Content**

### **Course Lecture Content**

#### **I. EMS Systems, Roles and Responsibilities**

- A. Research
- B. Workforce Safety and Wellness
- C. Overview of EMS System, Documentation, Communications, EMS Operations
- D. Legal Considerations

#### **II. Human Anatomy and Patient Assessment**

- A. Medical Terminology
- B. Anatomy and Physiology
- C. Patient Assessment
- D. Physical Examination
- E. Life Span Development
- F. Public Health

#### **III. Pharmacology**

- E. Principles of Pharmacology
- F. Medication Administration
- G. Emergency Medication

#### **IV. Shock and Resuscitation**

- A. Use of Hemostatic Dressings
- B. Use of Tourniquets

## C. Bleeding Control Methods

## V. Respiratory System

H. Anatomy and Physiology

I. Respiratory emergencies and Pathophysiology

J. Mechanism of Injury and stabilization

K. Management Skills and Interventions

## VI. External Automated Defibrillator

L. Anatomy and Physiology of the Heart

M. Basic Electrophysiology and Assessment

N. Defibrillator Operation and Defibrillation

O. Management Skills and Interventions

P. Post Conversion Care and Monitoring

## VII. Cardiovascular System

P. Anatomy and Physiology

Q. Cardiac Emergencies and Pathophysiology

R. Management Skills and Interventions

## VIII. Nervous System

S. Anatomy and Physiology

T. Nature of Illness or Injury stabilization

U. Management Skills and Interventions

## IX. Soft Tissue Injuries

V. Anatomy and Physiology

W. Mechanism of Injury and Pathophysiology

X. Assessment Skills and Interventions

## X. Musculoskeletal System

Y. Anatomy and Physiology

Z. Mechanism of Injury and Pathophysiology

AA. Management Skills and Interventions

## XI. Medical Emergencies

BB. Nature of Illness and Pathophysiology

CC. Assessment Skills and Interventions

## XII Trauma

A. Trauma Overview

B. Bleeding



C. Chest, Abdomen, Orthopedic, Soft Tissue, Multisystem Traumas.

### XIII Obstetric and Gynecological Emergencies

- A. Anatomy, Physiology and Pathophysiology
- B. Stages of Labor and Normal Delivery
- C. Nature of Complications and Pathophysiology
- D. Management Skills and Interventions

### XIV. Pediatrics

- E. Special Considerations
- F. Nature of the Problem and Patient Assessment
- G. Management Skills and Interventions

### XV Special Patient Populations

- A. Obstetrics, Neonatal Care, Geriatrics, Patients with Special Challenges

### XVI EMS Operations

- A. Ambulance Operations
- B. Incident Management
- C. Hazardous Materials, Terrorism, Disaster and Active Shooter response

### XVII Clinical Behavior/Judgment

- A. Assessment, Professionalism, Decision Making

### **Skills Lab Objectives (58 Hours):**

1. In a simulated training scenario, perform primary and secondary assessment on an ill patient and recognize the signs and symptoms associated with medical emergencies;
2. In a simulated training scenario, perform primary and secondary assessment on an injured patient and recognize the signs and symptoms associated with traumatic injuries;
3. In a simulated training scenario, demonstrate the ability to perform a full set of vital signs, recognize the any abnormal discrepancies, and properly record and communicate the findings;
4. In a simulated training scenario, demonstrate the ability to perform initial spinal stabilization and to securely immobilize a patient to a backboard;
5. On a simulated training manikin, correctly assess the patient presenting with a compromised airway and properly insert the oral pharyngeal airway adjunct;
6. On a simulated training manikin, correctly assess the patient presenting with a compromised airway and properly insert the nasopharyngeal airway adjunct;
7. On a simulated training manikin, correctly assess the patient with a compromised respiratory effort and properly demonstrate the use of the bag valve mask and administration of positive pressure ventilation;
8. On a simulated training manikin, demonstrate the application of the non-rebreather oxygen mask and proper delivery of high flow supplemental oxygen;
9. On a simulated training manikin, demonstrate the application of the automatic external defibrillator and proper delivery of electrical cardio-version on the unconscious and pulseless patient;

10. On a simulated training manikin, demonstrate the proper application of the traction splint apparatus and stabilization of an orthopedic injury;
11. On a simulated training manikin, demonstrate the proper application of the air splinting device and stabilization of an orthopedic injury;
12. On a simulated training manikin, demonstrate the proper assessment of an obstetrical patient and the medical assistance required during emergency childbirth;
13. On a simulated training manikin, demonstrate the recognition of an obstetrical emergency and the required interventions for childbirth complications.

#### Clinical Experience Objectives (24 hours):

1. under the supervision of an assigned clinical or field preceptor, complete 24 hours of experience in a hospital emergency room environment and/or a field ride-along with a pre-hospital care provider;
2. under the supervision of an assigned clinical or field preceptor, participate as directed in all patient care management and interventions, performing skills and assessments within the EMT scope of practice;
3. under the supervision of an assigned clinical or field preceptor, participate in ten (10) patient contacts performing skills and assessments within the EMT scope of practice.

#### Course Lab/Activity Content

Obtain accurate diagnostics signs

Perform all skills listed in the DOT National Standard Curriculum.

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### Objectives

1. Obtain accurate diagnostic signs.
2. Perform primary & secondary survey on medical or trauma patients. **\*\*Requires Critical Thinking\*\***
3. Perform single & 2 rescuer CPR standards, including AED application.
4. Perform infant CPR to standards.
5. Identify and treat complete airway obstruction. **\*\*Requires Critical Thinking\*\***
6. Demonstrate ventilation, suction and patient airway management.
7. Demonstrate immobilization and extrication of auto accident victim with suspected cervical spine fracture. **\*\*Requires Critical Thinking\*\***
8. Place patient on long board
9. Bandage and splint fractures
10. Remove helmet from trauma patient.
11. Control severe bleeding
12. Apply sling and swath
13. Assist in applying anti-shock trousers
14. Assist in intravenous and infusion set and monitoring

15. Treat penetrating chest wound
  16. Demonstrate care for mother and infant during childbirth. **\*\*Requires Critical Thinking\*\***
  17. Demonstrate lifting and moving patient
  18. Demonstrate and perform proper procedures for Assessment, treatment and management of medical emergencies within authority of EMT 1. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Demonstrate basic airway and ventilatory techniques on adult and pediatric mannequins.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
2. Demonstrate proper technique of trauma skills including splinting, spinal immobilization, Bleeding control and tourniquet placement.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
3. Demonstrate the systematic method for assessing patients in simulated scenarios of critical and non-critical trauma and medical emergencies using the National Scope of Practice Model.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
4. Demonstrate knowledge of the normal function of the organ systems, including: integumentary, skeletal, muscular, nervous, sensory, endocrine, cardiovascular, urinary, respiratory, immune, digestive and reproductive.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
5. Define major medical legal issues in providing prehospital patient care, including: consent, confidentiality, advanced directives, negligence, transport and non-transport and medical direction

- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
6. Describe the major events that influenced the development of modern EMS systems in the United States.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
7. Demonstrate preparedness to pass the National Registry EMT level cognitive and psychomotor examinations.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.

## Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Other**

-Practical Skill Test Scenarios -Computer based on- line through the MY BRADY LAB online learning tool. This educational tool reinforces concepts and engage students in an Interactive educational environment that forces students to analyze and assess patients. -Experience Virtual Ride-Alongs taking the student educational experience to new level.

## Assignments

### Reading Assignments

Chapter reading assignments

Students are required to complete Homework Assignments on the MY BRADY LAB. An online Homework learning tool developed by Brady.

### Writing Assignments

#### Other Assignments

This is an intensive fast pace course that requires a significant amount of technical reading.

**A. Typical Out-of-Class Assignments:** (Credit courses require two hours of independent work outside of class for each lecture hour, less lab/activity classes.

**B. Reading Assignments:** (Submit at least 2 examples.)

1. Read The Airway Management lesson and explain the rational for providing high oxygen concentration

through a high-flow non-rebreather oxygen mask to patients who, in the past, have received low oxygen concentrations through a nasal cannula.

2. Read the Vital signs and History lesson and explain the process for obtaining a "SAMPLE" history.

**C. Writing, Problem Solving or Performance:** (Submit at least 2 examples)

1. Given an emergency medical scenario, student will utilize accurate medical terminology and abbreviations to formulate a verbal report and compose a written document to summarize the management and interventions performed.

2. Based on a detailed written description of real-life scenario, respond to a series of questions such as:

1. What steps are performed in the primary assessment?
2. What signs and symptoms would present with given injury?
3. What interventions are required for patient stabilization?

**D.** Given a realistic scenario, demonstrate standardized EMT airway management skills for an unresponsive, non-breathing patient.

**E.** Attach National Registry Skill Sheets:

Course Required 24 Hour in field patient contacts:

- 12 Hour Emergency Room / Trauma Center
- 12 Hour Ambulance ride-a-long

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## Methods of Evaluation

- Exams
- Homework
- Laboratory Assignments
- Oral Tests/Class Performance
- Participation
- Problem Solving Exercises
- Quizzes
- Skills Demonstrations/Performance Exam

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## Course Materials

### Textbooks:

1. Joseph Mistovich, Brady. *Prehospital Emergency Care* , 11th ed. Pearson, 2018, ISBN: 9780134752327

### Other:

1. EMT 1 Skills Proficiency Book

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** ENGL 40C  
**Full Course Title:** Tutoring Writing III  
**Short Title:** Tutor Writing III  
**TOP Code:** -  
**Effective Term:**

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### Course Standards

**Course Type:** Credit  
**Units:** 1.0  
**Lecture hours:** 18.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- English (Masters Required) **Or**
  - ESL (Masters Required) **Or**
- 

### Course Description

A training program in English composition that prepares student tutors to support English Language Learner (ELL) students while tutoring writing and reading skills.

---

### Conditions of Enrollment

Satisfactory completion of: ENGL 40B

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### Content

#### Course Lecture Content

#### Course Lecture Content

1. ESL Theory/Pedagogy Introductory Overview
  - a. Negotiating Cultural Differences
  - b. L2 vs. L1 errors
2. Grammar Knowledge
  - a. English Grammar basics
  - b. Common L2 errors
    - i. Determiners
    - ii. subject/verb agreement
    - iii. Modals
    - iv. other

3. Revising and Editing L2 Writing
    - a. Global and local errors
    - b. Developing language proficiency (native word choice and idioms in writing)
    - c. other
- 

## Objectives

1. Apply theoretical concepts from class readings to ELL student papers. **\*\*Requires Critical Thinking\*\***
  2. Demonstrate workplace professionalism and the ability to negotiate cultural differences respectfully.
  3. Ask questions and make comments designed to help a writer improve their written language proficiency and improve a paper at any stage in writing process. **\*\*Requires Critical Thinking\*\***
  4. Analyze student papers to determine stage of the writing process and language needs. **\*\*Requires Critical Thinking\*\***
  5. Identify global and local errors in student writing **\*\*Requires Critical Thinking\*\***
  6. Identify probable second language errors in student writing. **\*\*Requires Critical Thinking\*\***
  7. Ask questions and make comments designed to help a writer apply the writing process and improve a draft. **\*\*Requires Critical Thinking\*\***
  8. Identify errors in basic sentence, paragraph and essay structures. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, students will demonstrate a basic understanding of second language theory as applied to effective tutoring strategies.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

## Methods of Instruction

- Lecture/Discussion
- 

## Assignments

### Reading Assignments

- a. *ESL Writers* “Ch. 2: Theoretical Perspective on Learning a Second Language” Theresa Jiinling Tseng
- b. *ESL Writers* “Ch.18: Listening to and Learning from ESL Writers” Shanti Bruce and/or *ESL Writers* “Ch.1: Before the Conversation”
- c. *ESL Writers* “Ch.17: English for Those Who (Think They) Already Know It” Ben Rafoth

- d. *ESL Writers* “Ch. 5: Avoiding Appropriation” Carol Severino with “Ch.6: Earth Aches by Midnight” Amy Jo Minett

### **Writing Assignments**

#### **Assignment Example 1: Reflective Journal**

After tutoring sessions with ESL students respond to some or all the questions.

1. What did the student want help with? What kind of assignment did they bring? What kind of help did they want?
2. Have you worked with the student before? Have they been to the center before?
3. What questions did the student have? On grammar? Other topics?
4. What did you notice the student needed help with? Did you notice any patterns?
5. How was communicating with the student? What went well? What was challenging?
6. What resources did you use? What resources could you have used or might have helped?
7. How did the session go? General impression(s)

### **Other Assignments**

Answer a grammar question

Do research to answer a grammar question from an ESL student you couldn't (fully) answer. Create a handout/worksheet that explains the grammar feature and includes appropriate examples and/or practice to be shared with other tutors or used as a future resource.

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## **Methods of Evaluation**

- Essay/Paper
- Homework
- Oral Tests/Class Performance
- Participation

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## **Course Materials**

### **Textbooks:**

1. Bruce, Shanti and Ben Rafoth. *ESL Writers: A Guide for Writing Center Tutors*, 2nd ed. Boynton/Cook Publishers HEINEMANN, 2009, ISBN: 978-0867095944  
**Equivalent text is acceptable**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MCOMM 2  
**Full Course Title:** Introduction to Electronic Media  
**Short Title:** Int Electronic Media  
**TOP Code:** -  
**Effective Term:**

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### Course Standards

**Course Type:** Credit  
**Units:** 3.0  
**Total class hours:** 162.0  
**Total contact hours in class:** 54.0  
**Lecture hours:** 54.0  
**Hours outside of class:** 108.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Mass Communication (Masters Required)
- 

### Course Description

This course introduces the history, structure, function, economics, content and evolution of radio, television, film, the Internet, and new media, including traditional and mature formats. The social, political, regulatory, ethical and occupational impact of the electronic media are also studied.

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### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. Basic elements of the history of the structure and function of the electronic media
2. Comparing and understanding the electronic media as business and as art
3. Regulation and control of the electronic media
4. Impact of the electronic media
5. Ethical and legal issues
6. The recording industry
7. The motion picture industry
8. Radio industry and programming
9. Television industry and programming

10. News and documentary
11. Cable, satellite and Telco industries
12. Mobile and internet communication
13. Electronic media advertising
14. Emerging technologies (may include video games and mobile entertainment)

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## Objectives

1. Identify key developments in the history of major U.S. electronic media industries, especially their evolution as social, political, and economic forces in U.S. society.
2. Describe the technical evolution of audio and video electronic media.
3. Identify the principle means of economic support and the audiences for different electronic media.  
**\*\*Requires Critical Thinking\*\***
4. Analyze the regulation of electronic media. **\*\*Requires Critical Thinking\*\***
5. Define commonly-used electronic communication technology.
6. Identify the business structure and revenue streams for each medium.
7. Understand a basic model of communication. **\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

1. Analyze current programming, promotion and distribution models for a variety of media delivery systems.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
2. Appraise current employment trends in the Electronic Media Industry.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
3. Evaluate the role of regulations and professionalism in electronic media.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
4. Describe the technical underpinnings of electronic media.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.

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## Methods of Instruction

- **Lecture/Discussion**  
Methods of instruction include lecture, guest speakers, collaborative group work, in-class activities, homework (students are required to complete two hours of outside-of-class homework for each hour of

lecture), discussion and multimedia presentations.

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## Distance Education

### Delivery Methods

- Online
- 

## Assignments

### Reading Assignments

Read two accounts of the same news event from different news publications. In writing, compare and contrast the coverage. Discuss your assessment of the reasons for coverage differences. Write a minimum of 400 words.

### Other Assignments

Using the hypothetical web series "pilot" presented in class, develop a marketing presentation describing how you would "release" this series, successfully. Presentations must include the following criteria: release schedule, social media promotional campaign, You Tube Channel monetization methods, additional marketing methods. Presentations must include a minimum of one (1) of the following: Hand-out, Power Point or Prezi presentation, audio/video component.

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## Methods of Evaluation

- Essay/Paper
  - Exams
  - Homework
  - Participation
  - Quizzes
  - Research Project
- 

## Course Materials

### Textbooks:

1. John Vivian. *The Media of Mass Communications*, 12th ed. Pearson, 2016, ISBN: 9780133931211  
**Equivalent text is acceptable**
2. Barry L Sherman, Fritz J. Messere, Professor, Joseph R Dominick. *Broadcasting, Cable, the Internet, and Beyond: An Introduction to Modern Electronic Media*, 7th ed. McGraw-Hill Education, 2011, ISBN: 9780073512037  
**Equivalent text is acceptable**
3. Everette E. Dennis, Melvin L. DeFleur. *Understanding Mass Media in the Digital Age*, 1st ed. Pearson, 2010, ISBN: 9780205595822  
**Equivalent text is acceptable**

### Other:

- 1.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MCOMM 4  
**Full Course Title:** Beginning TV Studio Production  
**Short Title:** Beg TV Studio Prod  
**TOP Code:** -  
**Effective Term:** Spring 2009

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### Course Standards

**Course Type:** Credit  
**Units:** 3.0  
**Total class hours:** 162.0  
**Total contact hours in class:** 90.0  
**Lecture hours:** 36.0  
**Lab hours:** 54.0  
**Hours outside of class:** 72.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Broadcasting Technology **Or**
  - Media Production
- 

### Course Description

This course introduces theory, terminology and operation of a multi-camera television studio and control room. Topics include studio signal flow, directing, theory and operation of camera and audio equipment, switcher operation, fundamentals of lighting, graphics, video control and video recording, and real-time video production

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### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
  - Computer Literacy - recommended basic computer skills
- 

### Content

#### Course Lecture Content

This course contains both theory and process and includes the following topics:

1. An overview of the process of pre-production, production and post-production, introduction to TV Studio operations including camera and audio operation, fundamentals of lighting, and sets
2. Introduction to control room operations including lighting boards, audio mixers, theory and operation of a switcher, video and audio recording and playback and character generation

3. Crew positions including introduction to directing
4. An introduction to uses of video and editing in a studio environment

### Course Lab/Activity Content

1. Participate in group and individual project work
  2. Implement and create a full studio and control room crew production of sufficient quality for public evaluation and distribution
- 

### Objectives

1. Conceive and execute standard pre-production skills including planning, scripting, budgeting, and crew and equipment selection
  2. Utilize basic video production equipment correctly, safely and creatively, including cameras, lights and audio, and control room equipment such as audio mixers, switchers, video recording, character generation and teleprompter
  3. Describe essential post production equipment for audio and video editing
  4. Analyze, interpret, and exercise critical judgment in the evaluation of media productions **\*\*Requires Critical Thinking\*\***
  5. Demonstrate a hands-on ability to perform appropriate critical thinking needed for successful teamwork in television, film or other media employment **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Demonstrate effective communication through the video medium.
  - o **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - o **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. Create introductory level multi-camera productions.
  - o **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - o **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
3. Integrate professional standards of conduct in the creation of multi-camera productions.
  - o **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - o **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  - o **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
4. Demonstrate technological proficiency in multi-camera productions.
  - o **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - o **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

---

## Methods of Instruction

- **Laboratory**  
1. Demonstration of studio equipment for proper and effective utilization. 2. Guided exploration of the procedures and use of the various pieces of studio equipment. 3. Facilitation of student productions. 4. Group discussion and analysis of completed productions.
- **Lecture/Discussion**  
Methods of instruction include lecture, guest speakers, collaborative group work, in-class activities, homework (students are required to complete two hours of outside-of-class homework for each hour of lecture), discussion and multimedia presentations.

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## Assignments

### Reading Assignments

Read the handout given to you by the instructor that describes the concept of the "rule of thirds" as it pertains to visual composition. Create a 10-minute video that teaches the key concepts by illustrating proper composition.

### Writing Assignments

Create a 3 point lighting diagram (plot) for a single, static, seated talent. Illustrate all lighting fixtures by:

- a) showing their individual location and their suggested intensity by applying the inverse square law.
- b) creating a lighting key to identify each type of lighting fixture.
- c) labeling to identify each element of the "classic" 3 point lighting scheme.

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## Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**
- **Problem Solving Exercises**
- **Quizzes**
- **Skills Demonstrations/Performance Exam**

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## Course Materials

### Textbooks:

1. Jim Owens. *Television Production*, 16th ed. Focal Press, 2015, ISBN: 978-1138841666  
**Equivalent text is acceptable**
2. Herbert Zettl. *Television Production Workbook*, 12th ed. Wadsworth, 2014, ISBN: 978-1285464879  
**Equivalent text is acceptable**
3. Lynne S. Gross and James Foust. *Video Production: Disciplines and Techniques*, 12th ed. Focal Press, 2017, ISBN: 978-1138051812  
**Equivalent text is acceptable**

# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MCOMM 5

**Full Course Title:** Beginning Motion Picture Production

**Short Title:** Beg Motion Pic Prod

**TOP Code:** -

**Effective Term:** Spring 2009

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### Course Standards

**Course Type:** Credit

**Units:** 3.0

**Total class hours:** 162.0

**Total contact hours in class:** 90.0

**Lecture hours:** 36.0

**Lab hours:** 54.0

**Hours outside of class:** 72.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Broadcasting Technology **Or**
  - Media Production
- 

### Course Description

This course provides an introduction to the theory, terminology, and process of motion picture production for film and television. Topics include basic cinematography including the operation, function and creative uses of production and post-production equipment, scriptwriting, camera operation, shot composition, lighting, sound recording and mixing, and editing.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
  - Computer Literacy - recommended basic computer skills
- 

### Content

#### Course Lecture Content

1. Processes
  - a. pre-production (including scriptwriting)
  - b. production
  - c. post-production

2. Creative uses of the camera including
  - a. benefits and limitations of the taking media
  - b. lens operation and depth of field control
  - c. basic filters and tripod use
3. Picture composition
4. Basic lighting techniques and equipment
5. Basic audio including
  - a. single and double-sound systems
  - b. mixing
  - c. appropriate sound theory (i.e. balance, presence and perspective)
6. General concepts of acting and directing
7. Post-production theory (i.e. continuity and dynamic editing) plus basic operation of nonlinear editing
8. Evaluation of cinematic productions for appropriate quality and individual expression

### Course Lab/Activity Content

Lab activities will cover the following topics:

1. Group and individual project work
2. Assemble a final individual project a live action (or dramatic creation) suitable for review and evaluation during a public showing

### Objectives

1. Demonstrate both the technical and aesthetic aspects of film and digital cinema production and demonstrate knowledge of basic production techniques.
2. Operate film/digital cinema field recording equipment correctly to acquire quality products.
3. Conceive and execute appropriate approaches to editing field footage into cohesive projects. **\*\*Requires Critical Thinking\*\***
4. Demonstrate a hands-on ability to perform appropriate critical thinking needed for successful teamwork in television, film or other media employment. **\*\*Requires Critical Thinking\*\***
5. Demonstrate through projects that with the power of a communicator, comes moral and ethical responsibility. **\*\*Requires Critical Thinking\*\***

### Student Learning Outcomes

1. Demonstrate effective communication through the video medium.
  - o **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - o **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. Create original short documentaries, original short films, and/or a music video for public viewing.
  - o **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - o **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
3. Integrate professional standards of conduct in the creation of motion picture productions.
  - o **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.



- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
4. Demonstrate technological proficiency in video editing.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

## Methods of Instruction

- **Laboratory**
  1. In-class screenings of professional and peer work illustrating topics such as scene development or sound design.
  2. Demonstrations of production equipment and techniques, such as camera operation, framing, or lighting techniques.
  3. Demonstrations of post-production equipment and techniques, such as transitions or continuity editing.
  4. Supervision of individual and group application of pre-production, production, and post-production techniques.
- **Lecture/Discussion**

Methods of instruction include lecture, guest speakers, collaborative group work, in-class activities, homework (students are required to complete two hours of outside-of-class homework for each hour of lecture), discussion and multimedia presentations.

## Distance Education

### Delivery Methods

- Online
- Hybrid
  - All lecture hours will be online; lab/activity hours will be face-to-face

## Assignments

### Reading Assignments

From a list of popular press publications provided by the instructor, read an article about a new technology that is changing the film industry. Post a summary of at least 300 words to the class online discussion board.

### Writing Assignments

### Other Assignments

Design a storyboard for a video production including details of camera placement, character dialog, camera moves, and composition. The storyboard must have a minimum of 10 cells.

## Methods of Evaluation

- **Assignments**
- **Class Performance**
- **Essay/Paper**
- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Objective Tests**
- **Participation**
- **Performance Exams**
- **Problem Solving Exercises**

- Quizzes
  - Skills Demonstrations/Performance Exam
- 

## Course Materials

### Textbooks:

1. Long and Schenk. *The Digital Filmmaking Handbook*, 6th ed. Foreign Films, 2017, ISBN: 978-0692782118  
**Equivalent text is acceptable**
  2. Maxim Jago. *Adobe Premiere Pro CC Classroom in a Book*, 1st ed. Adobe Press, 2017, ISBN: 978-0134665313  
**Equivalent text is acceptable**
  3. Kurt Lancaster. *DSLR Cinema: Crafting the Film Look with Large Sensor Video Cameras*, 2nd ed. Focal Press, 2012, ISBN: 978-0240823737  
**Equivalent text is acceptable**
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MCOMM 6  
**Full Course Title:** Beginning Audio Production  
**Short Title:** Beg Audio Prod  
**TOP Code:** -  
**Effective Term:** Spring 2009

---

### Course Standards

**Course Type:** Credit  
**Units:** 3.0  
**Total class hours:** 162.0  
**Total contact hours in class:** 90.0  
**Lecture hours:** 36.0  
**Lab hours:** 54.0  
**Hours outside of class:** 72.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Broadcasting Technology **Or**
  - Media Production
- 

### Course Description

This course serves as an introduction to the theory and practice of audio production for radio, television, film and digital recording applications. Students will learn the fundamentals of sound design and aesthetics, microphone use, and digital recording equipment. Students gain hands on experience recording, editing, mixing and mastering audio. Upon completion, students will have basic knowledge of applied audio concepts, production workflow, equipment functions, and audio editing software.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
  - Computer Literacy - recommended basic computer skills
- 

### Content

#### Course Lecture Content

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~~This course contains both theory and process and includes the following topics:~~

---

#### Course Lab/Activity Content

- 
1. an overview of the process of pre-production, production and post-production in digital audio, multi-track linear and nonlinear editing work to produce digital projects while exploring audio production applications and media sound design for broadcast, web, live and other distribution methods.
  2. digital input and output options
- 

## Objectives

3. Signal processing
  4. recording techniques (repair and restoration in the mix)
  1. Understand basic physics of sound terminology; the sound wave, frequency/pitch, amplitude/loudness, phase, and timbre. **\*\*Requires Critical Thinking\*\***
  5. techniques in music, sound effects and ambient sound,
  6. soundtrack manipulation and exploration of the audio toolkit in appropriate editing software
  2. Compare and contrast analog and digital signal processing, patching and console use, theory and practical use of consoles, computers and software; analog/digital recording and storage devices; patching; editing; time code; signal processors; loudspeakers.
  3. Perform complex audio production techniques. **\*\*Requires Critical Thinking\*\***
  4. Describe audio production software interface.
  5. Demonstrate refined techniques for audio production using Pro Tools or other appropriate audio software. **\*\*Requires Critical Thinking\*\***
  6. Understand audio used in studio and on-location production for radio, television and film.
  7. Create sound effects and original sound clips for dynamic media.
  8. Collect, create, analyze, and evaluate digital audio clips.
  9. Understand audio processes for voice recording, multimedia production, sound design.
  10. Outline the basic process for digitizing audio clips.
  11. Complete applied projects to assess the student's knowledge of recording, editing, mixing, and balancing.
  12. Evaluate and conduct both destructive and nondestructive waveform editing procedures.
  13. Explore the emotional and physical perception of music, voice and sound and the aesthetics of audio mixing **\*\*Requires Critical Thinking\*\***
  14. Demonstrate appropriate workplace behavior in a studio setting.
- 

## Student Learning Outcomes

1. Demonstrate effective communication through the audio medium.
  - o **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - o **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. Create introductory level audio productions.
  - o **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - o **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
3. Integrate professional standards of conduct in the creation of audio productions.
  - o **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - o **Personal and Social Responsibility** Students will interact with others by demonstrating respect

- for opinions, feelings, and values.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  - 4. Demonstrate technological proficiency in beginning audio productions.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 

## Methods of Instruction

- **Laboratory**
    1. Demonstrations of studio equipment for optimal operations.
    2. Facilitation of student groups when analyzing audio transduction from a variety of microphone pick-up patterns.
    3. Demonstration of single-track audio editing and multi-track audio editing to picture.
    4. Facilitation of student groups when analyzing signal noise, distortion and frequency response.
    5. Demonstration of signal flow principles for optimal transmission and/or delivery.
  - **Lecture/Discussion**

Methods of instruction include lecture, guest speakers, collaborative group work, in-class activities, homework (students are required to complete two hours of outside-of-class homework for each hour of lecture), discussion and multimedia presentations.
- 

## Distance Education

### Delivery Methods

- Hybrid
    - All lecture hours will be online; lab/activity hours will be face-to-face
- 

## Assignments

### Reading Assignments

---

~~From a list of popular press publications provided by the instructor, read an article about a new technology that is changing the audio recording industry. Post a summary of at least 300 words to the class online discussion board.~~

---

~~Imagine you are the audio engineer at a small coffee house, like a typical Starbucks. Write 400 words describing what microphone types you would use as sound reinforcement for an acoustic guitar and a vocalist. Describe the~~

---

## Methods of Evaluation

- **Assignments**
  - **Class Performance**
  - **Essay/Paper**
  - **Exams**
  - **Homework**
  - **Laboratory Assignments**
  - **Objective Tests**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Performance Exams**
  - **Problem Solving Exercises**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
-

## Course Materials

### Textbooks:

1. Samuel Sauls, Craig Stark. *Audio Production Worktext: Concepts, Techniques, and Equipment*, 8th ed. Focal Press, 2016, ISBN: 9781138839458  
**Equivalent text is acceptable**
2. Woodhall, Woody. *Audio Production and Post Production*, 1st ed. Jones and Bartlett Learning, 2010, ISBN: 9780763790714  
**Equivalent text is acceptable**
3. Carl Hausman . *Modern Radio and Audio Production: Programming and Performance*, 10th ed. Wadsworth Publishing, 2015, ISBN: 9781305077492  
**Equivalent text is acceptable**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MCOMM 8  
**Full Course Title:** Introduction To Media Writing  
**Short Title:** Intro Media Writing  
**TOP Code:** -  
**Effective Term:** Fall 2011

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### Course Standards

**Course Type:** Credit  
**Units:** 3.0  
**Total class hours:** 162.0  
**Total contact hours in class:** 54.0  
**Lecture hours:** 54.0  
**Hours outside of class:** 108.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Mass Communication (Masters Required)
- 

### Course Description

Basic introductory course in writing for the film and electronic media. Emphasis on preparing scripts in proper formats, including fundamental technical, conceptual and stylistic issues related to writing fiction and non-fiction scripts for informational and entertainment purposes. Includes a writing evaluation component as a significant part of the course requirement.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
  - Computer Literacy - recommended basic computer skills
- 

### Content

#### Course Lecture Content

1. Writing regardless of medium or format –clarity, economy, grammar, style
2. Issues specific to writing for radio (writing for the ear), film and television (writing for the eye), multimedia (writing for the ear, the eye, and interactivity)
3. Script formats – including, but not limited to radio, two-column video, film, sitcom
4. Introduction to content for the various media – e.g., commercials, PSAs, corporate productions, documentaries, web sites, fictional narratives (film, half-hour TV comedy, one-hour TV drama)

5. Fundamentals of dramatic structure, including conflict
  6. Fundamentals of character creation
  7. Fundamentals of dialogue writing
  8. Process and methodology of script writing (including outlines, treatments, etc.)
- 

## Objectives

1. Demonstrate competence in the mechanics of clear and concise writing.
  2. Demonstrate an understanding of the technical and aesthetic issues related to writing for the film and electronic media. **\*\*Requires Critical Thinking\*\***
  3. Demonstrate an understanding of the fundamental principles of narrative fiction screenwriting. **\*\*Requires Critical Thinking\*\***
  4. Demonstrate proficiency in writing in a variety of script formats, including the radio script, two-column video script, film script and sitcom script formats.
  5. Demonstrate proficiency in creating a complete, short fictional narrative and writing it as a 20-30-page film script. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Demonstrate effective communication through writing.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  2. Produce scripts for various electronic media delivery systems.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  3. Analyze ethics "best practices" related to media writing.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  4. Produce media scripts utilizing a variety of script formats.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 

## Methods of Instruction

- **Lecture/Discussion**  
Methods of instruction include lecture, guest speakers, collaborative group work, in-class activities,



homework (students are required to complete two hours of outside-of-class homework for each hour of lecture), discussion and multimedia presentations.

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## Distance Education

### Delivery Methods

- Online
- 

## Assignments

### Reading Assignments

Analyze a case study and script for a commercial wherein "false advertising" was employed. Using lecture materials from class, prepare a verbal presentation in which you describe where and how "false advertising" was used.

### Writing Assignments

Write a short dramatic scene between two characters that provides a sense of "conflict". Scenes must be between 2 and 5 pages in length.

---

## Methods of Evaluation

- Essay/Paper
  - Exams
  - Homework
  - Oral Tests/Class Performance
  - Participation
  - Quizzes
- 

## Course Materials

### Textbooks:

1. James Stovall. *Mass Media Writing*, 9th ed. Focal Press, 2015, ISBN: 9780134010625  
**Equivalent text is acceptable**
  2. Friedmann, Anthony. *Writing for Visual Media*, 4th ed. McGraw Hill, 2014, ISBN: 9780415815857  
**Equivalent text is acceptable**
  3. Robert L. Hilliard. *Writing for Television, Radio, and New Media*, 11th ed. Wadsworth Publishing, 2014, ISBN: 9781285465074  
**Equivalent text is acceptable**
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MCOMM 15

**Full Course Title:** Beginning Single Camera Production

**Short Title:** Beg Single Cam Prod

**TOP Code:** -

**Effective Term:** Fall 2013

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### Course Standards

**Course Type:** Credit

**Units:** 3.0

**Total class hours:** 162.0

**Total contact hours in class:** 90.0

**Lecture hours:** 36.0

**Lab hours:** 54.0

**Hours outside of class:** 72.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Broadcasting Technology **Or**
  - Media Production
- 

### Course Description

The course provides an introduction to the theory, terminology, and operation of single camera video production, including composition and editing techniques, camera operation, portable lighting, video recorder operation, audio control and basic editing. This course focuses on the aesthetics and fundamentals of scripting, producing, directing on location, postproduction, and exhibition/distribution.

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### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
  - Computer Literacy - recommended basic computer skills
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### Content

#### Course Lecture Content

1. An overview of the process of pre-production, production and post-production camera operation including recording formats, lens operation, basic filters and tripod use
2. Picture composition

3. Basic lighting techniques and equipment
4. Basic audio including different microphones and mounting techniques, and appropriate sound theory (i.e. balance, presence and perspective)
5. General concepts of acting and directing
6. Post-production theory (i.e. continuity and dynamic editing) plus basic operation for nonlinear editing including ingest, editing operation and distribution

### Course Lab/Activity Content

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1. ~~Participate in group and individual project work~~
  2. ~~Assemble as a final individual project a live action (or dramatic creation) suitable for review and evaluation during a public showing~~
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### Objectives

1. Demonstrate both the technical and aesthetic aspects of video field production and demonstrate knowledge of basic production techniques.
  2. Operate video field recording equipment correctly to acquire quality video and audio products.
  3. Conceive and execute appropriate approaches to editing field footage into cohesive projects. **\*\*Requires Critical Thinking\*\***
  4. Demonstrate the skills needed for successful teamwork in television, film or other media employment.
  5. Demonstrate through projects that with the power of a communicator, comes moral and ethical responsibility. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Demonstrate effective communication through the video medium.
  - o **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - o **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. Create introductory level single camera productions.
  - o **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - o **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
3. Integrate professional standards of conduct in the creation of single camera productions.
  - o **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - o **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  - o **Technological Awareness** Students will be able to select and use appropriate technological tools

- for personal, academic, and career tasks.
4. Demonstrate technological proficiency in introductory single camera productions.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 

## Methods of Instruction

- **Laboratory**  
1. In-class screenings of professional and peer work illustrating topics such as scene development or sound design. 2. Demonstrations of production equipment and techniques, such as camera operation, framing, or lighting techniques. 3. Demonstrations of post-production equipment and techniques, such as transitions or continuity editing. 4. Supervision of individual and group application of pre-production, production, and post-production techniques.
  - **Lecture/Discussion**  
Methods of instruction include lecture, guest speakers, collaborative group work, in-class activities, homework (students are required to complete two hours of outside-of-class homework for each hour of lecture), discussion and multimedia presentations.
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## Assignments

### Reading Assignments

From a list of popular press publications provided by the instructor, read an article about a new technology that is changing the film industry. Post a summary of at least 300 words to the class online discussion board.

### Writing Assignments

Design a storyboard for a video production including details of camera placement, character dialog, camera moves, and composition. The storyboard must have a minimum of 10 cells.

### Other Assignments

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## Methods of Evaluation

- **Essay/Paper**
  - **Exams**
  - **Homework**
  - **Laboratory Assignments**
  - **Participation**
  - **Problem Solving Exercises**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
- 

## Course Materials

### Textbooks:

1. Maxim Jago. *Adobe Premiere Pro CC Classroom in a Book*, 1st ed. Adobe Press, 2017, ISBN: 978-0134665313  
**Equivalent text is acceptable**
  2. Kurt Lancaster. *DSLR Cinema: Crafting the Film Look with Large Sensor Video Camera*, 2nd ed. Focal Press, 2012, ISBN: 978-0240823737  
**Equivalent text is acceptable**
  3. Long and Schenk. *The Digital Filmmaking Handbook*, 6th ed. Foreign Films, 2017, ISBN: 978-0692782118  
**Equivalent text is acceptable**
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** LEARN 155  
**Full Course Title:** Beginning Assistive Computer Technology  
**Short Title:** Beg Assis CompTech  
**TOP Code:** -  
**Effective Term:** Fall 2013

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### Course Standards

**Course Type:** Credit  
**Units:** 2.0  
    **Lecture hours:** 18.0  
    **Lab hours:** 54.0  
**Repeatable:** No  
**Grading Method:** Pass/No Pass Only

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### Minimum Qualifications for Instructors

- Education (Masters Required)
  - Learning Assistance (Masters Required)
  - Special Education (Masters Required)
- 

### Course Description

Designed for students with disabilities who have limited computer experience. Focus is on use of keyboard/mouse, personal data storage, basic MS Word, use of MyCampus Portal and Canvas, internet use, educational websites, and software for independent learning. Incorporates an overview of currently available assistive computer technology used to meet the educational needs of students with physical, learning, and cognitive impairments.

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### Content

#### Course Lecture Content

1. History of computers
2. Modern technology: computer/handheld devices
3. Basic Windows
  - a. Tour of Windows screen
  - b. Basic Windows functions
  - c. Personal data storage
4. Basic MS Word
  - a. Create/format/edit documents
  - b. Insert graphics, import text
  - c. Spell/grammar check
  - d. Copy/cut/paste
  - e. Save/share/upload document
5. Internet use

- a. Web browsers and research
- b. MyCampus Portal basics: tour of site, access to WebAdvisor, Blackboard, email, Skydrive, class site
- 6. Overview of current assistive computer technology
- 7. Beginning instruction in recommended assistive computer technology

### Course Lab/Activity Content

Complete assignments daily after lectures and demonstration

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### Objectives

1. Navigate efficiently through the basic Windows functions, software programs, and the internet using a standard keyboard and mouse or alternate navigation system.
  2. Perform the following basic MS Word tasks: open/close files, create/format text, insert/delete text, spell/grammar check, insert/edit graphics, save files to flashdrive/backup storage, organize personal files/folders.
  3. Apply knowledge of basic internet use that includes communication, navigation, and research practices to complete college coursework assignments. **\*\*Requires Critical Thinking\*\***
  4. Establish and exercise a beginning level of proficiency using specific software and computer essentials for independence in the classroom, workplace, and home computer environments. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Upon completion of this course, students will demonstrate a basic familiarity with computers including internet skills.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  2. Upon completion of this course, students will demonstrate a basic familiarity with computers including fundamental word processing skills.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  3. Upon completion of this course, students will demonstrate a basic familiarity with computers including a general understanding of Assistive Computer Technology.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 

### Methods of Instruction

- **Laboratory**  
Students will use computer lab to complete assignments from book and other lessons and projects.
  - **Lecture/Discussion**  
Lecture and Demonstration of Lessons from book and other independent lessons. Showing film clips and/or movies, use of Canvas, WebAdvisor, and other educational websites/apps.
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### Assignments

#### Other Assignments

### Methods of Evaluation

- Laboratory Assignments
  - Oral Tests/Class Performance
  - Participation
  - Portfolio
  - Skills Demonstrations/Performance Exam
- 

### Course Materials

#### Textbooks:

1. Jennifer Duffy. *Microsoft Office 365, WORD 2016, Illustrated course Guides* , Cengage Learning, 2017, ISBN: 978-1-305-87854-9  
**Equivalent text is acceptable**

#### Software:

1. *Kurzweil 3000*. Kurzweil Educational Systems, Version 15 ed. Facilitates the reading process by encouraging “active” reading practices. Offers tools for enhancement of reading comprehension including onboard dictionary, highlighting and note taking options, a word prediction feature, and ability to extract annotations for use as study guides.
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GEOL 40  
**Full Course Title:** Geology of Sierra Nevada  
**Short Title:** Geo Sierra  
**TOP Code:** -  
**Effective Term:**

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### Course Standards

**Course Type:** Credit  
**Units:** 1.0 - 2.0  
**Unit increment:** 1.0  
    **Lecture hours:** 12.0 - 24.0  
    **Activity hours:** 12.0 - 24.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Earth Science (Masters Required) **Or**
  - Geology (Masters Required)
- 

### Course Description

This field course focuses on the geology of Sierra Nevada's, with an emphasis on the tectonic and erosional history of the area. The course includes study of the various intrusive rocks and the minerals they contain, as well as the relative ages of the plutons. Glacial erosional and depositional processes will be discussed.

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### Content

#### Course Lecture Content

Lecture 0.5 unit

- 1) Tectonic setting specific to the Sierra Nevada setting
  - a. Regional expressions of tectonic forces (compression-subdcution, tension-divergence, shear-transform)
- 2) Rocks and minerals associated with granitic batholiths and metamorphic belts
  - a. Rocks and minerals unique to area of interest explained.
  - b. Hand samples will be examined and classified according to textbook classification schemes.
- 3) Weathering processes shaping the landscape (glacial erosion, stream deposition)
  - a. Understand the different erosional rates of local rocks and minerals.



4) Glacial Geomorphology and related geologic structures

- a. Understand catastrophic landscape changes related to regional forces
- b. Know California's geomorphic provinces

5) Natural hazards and human impact on National Park

- a. Understand natural hazards including rock falls/slides, Lahars, and fault scarps.
- b. Impact of humans in site specific environments

Lecture 1 units

1) Tectonic setting specific to Sierra Nevada setting

- a. Regional expressions of tectonic forces (compression-subduction, tension-divergence, shear-transform)
- b. Identify rock forming environments

2) Rocks and minerals associated with granitic batholiths and metamorphic belts

- a. Rocks and minerals unique to each site will be explained.
- b. Hand samples will be examined and classified according to textbook classification schemes.
- c. Unique minerals and rocks will be identified and discussed

3) Weathering processes shaping the landscape (glacial erosion, stream deposition)

- a. Understand the different erosional rates of local rocks and minerals.
- b. Learn various glacial and stream erosion in regional settings

4) Glacial Geomorphology and related geologic structures

- a. Understand catastrophic landscape changes related to regional forces
- b. Understand California's geomorphic provinces.

5) Natural hazards and human impact on National Park

- a. Learn and understand natural hazards including rock falls/slides, Lahars, and fault scarps.
- b. Understand the impact of humans in regional environments

**Course Lab/Activity Content**

Activity 0.5 units

1) Tectonic setting specific to California

- a. Explore the tectonics of the specific region, sketch and identify evidences of tectonic processes.

2) Rocks and minerals found in the region

- a. Site specific hand samples will be examined and classified according to textbook classification schemes.

3) Weathering processes shaping the landscape (erosion, deposition)

- a. Investigate site specific erosional rates and relate to the local weathering processes.

4) Geomorphology and related study region

- a. Investigate site specific landscape modification due to past glaciation and current water erosion

5) Natural hazards of the region

- a. Identify, explain and sketch, site specific examples of natural hazards.
- b. Identify and catalog the impact of humans in volcanic environments

Activity 1 units

1) Tectonic setting specific to California

- a. Explore the tectonics of the Sierra Nevada region, sketch and identify evidences of tectonic processes.

- b. Map and identify tectonics specific to California today

- i. Extensional Faulting

- ii. Batholith emplacement

2) Rocks and minerals found in the region

- a. Site specific samples will be examined and classified according to textbook classification schemes.

- b. Learn and use various techniques for field identification of site specific minerals.

3) Weathering processes shaping the landscape (erosion, deposition)

- a. Investigate site specific erosional rates and relate to the local weathering processes.

- b. Use a topographic map to identify large scale erosional features and locate onsite.

4) Geomorphology and related study region

- a. Investigate site specific landscape modification due past glaciation and current water erosion
- b. Use a topographic map to identify large scale geomorphic features and locate onsite.

#### 5) Natural hazards of the region

- a. Identify, explain and sketch, site specific examples of natural hazards.
- b. Locate and identify hazards on topographic and geologic maps

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## Objectives

1. Examine glacial features and analyze how they affected the rocks and landscape.
2. Evaluate the various intrusive igneous bodies in terms of their mineral composition, relative age, and intrusive relationships.
3. Analyze the development of the modern Yosemite landscape in terms of rock formation, tectonic history, erosional processes and human impact.
4. Explain how metamorphic accreted terranes form, and how they created the variety of rocks present in the foothills of the Sierra Nevada.
5. Evaluate the environmental impact and usefulness of Hetch Hetchy reservoir as a water resource.
6. Maintain a field journal of observations, evaluation, and interpretation of the geology and geologic evolution of the region. **\*\*Requires Critical Thinking\*\***
7. Compare different rocks and landscapes observed during field trip and evaluate the factors leading to their differences and similarities. **\*\*Requires Critical Thinking\*\***

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## Student Learning Outcomes

1. Describe the tectonic origin of the Sierra Nevada
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Describe the basic rock types of the Sierra Nevada
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Explain how the processes of mechanical weathering in the Sierra Nevada
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

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## Methods of Instruction

- **Lecture/Discussion**
- **Other**  
Field observations and activities

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## Assignments

### Other Assignments

### Field Notebooks

with particular emphasis on natural history and environmental studies

## INTRODUCTION

An outstanding field notebook serves many potential purposes.

1. It is a valuable record of what you have seen, heard, discussed, and thought about in the field.
2. It may contain the data which will lead to an oral presentation, a paper, and/or a thesis.
3. It may be a graded portion of a course.
4. It may be something you and your relatives will find interesting decades in the future.

A field notebook should enhance and not interfere with learning. Don't write down everything a field trip leader says without thinking about it or asking questions. You are not a tape recorder; filter the information through your brain. Don't focus so much on a relatively immovable aspect (e.g., rocks or vegetation) that you miss something fleeting (e.g., an eagle or a sunset).

Neatness and organization are essential. Efficiency may be important; use standard abbreviations (e.g., the geologic time symbols). A labeled sketch may be more valuable than 100s of words.

## BEFORE THE FIELD

1. Write your name with indelible ink on the front and back of your notebook. Write your name, address(es), and phone number(s) near the front.
2. Consider putting a title on the inside and an abbreviated title on the outside (e.g., Alaska, 2000).
3. Paginate the entire notebook; start a table of contents near the front.
4. Depending on the situation, enter appropriate emergency information near the front or back: e.g., who to contact and how, allergies, search and rescue phone number, hospital address, phone number of embassy.
5. Start an "address book" of key contacts, potential people to visit, people who might provide information, people who might help with transportation in the field, etc. This list might include home and work addresses, email address, and home, work, and cellular phone numbers.
6. Consider gluing or taping into the notebook (near the back and/or front) one or more of the following: maps, lists of flora and fauna, geologic time scale, stratigraphic column, checklists of data to be recorded.
7. How is your notebook going to be organized? One way is to put observations and sketches on the right, and interpretations and questions on the left.

## IN THE FIELD, EVERY DAY

1. General location: country, state, county, mountain range, coast, island, national or state park, nearest town, etc.
2. Weather: temperature, precipitation, wind velocity and direction (winds are named from whence they come), humidity, cloud cover, visibility, etc. This information may be pertinent to soils or vegetation, or may help you remember the day and/or location. If the weather varies much during the day, note the changes.
3. If your particular focus is geology, mention the soils and vegetation. They may be important clues to the geology (e.g., particular plants grow on serpentinite). The approximate age of landforms such as moraines and landslide scars may be revealed by vegetation. If your focus is bedrock geology, note landforms (e.g., fault scarps) and surficial deposits. If your focus is geomorphology and surficial geology, note the bedrock geology (e.g., resistance to weathering and erosion).
4. If your particular focus is biology, mention the geology. Plant distribution is greatly influenced by bedrock types, landforms, surficial deposits, and soils. Particular plants have specific requirements for moisture (soil porosity and permeability) and trace elements (mineralogy). Burrowing animals may prefer one surficial sediment to another. The flora and the fauna are very much influenced by aspect (the direction a slope faces) due to temperature and moisture differences, and by drainage (e.g., a wetland vs. a hilltop).
5. As appropriate, expand the "address book" mentioned in BEFORE THE FIELD.

## IN THE FIELD, EVERY STOP

1. Specific site. This location should be described accurately enough so that you could get back here. It might include a street address, latitude and longitude or UTM co-ordinates, elevation, aspect, which side of stream, how far and in what direction from a landmark, etc.
2. Data on whatever may be relevant: humans, animals, plants, ecosystems, ecotones, rocks, sediments, soils, structures, landforms, processes, rates, facilities, pollution, scenery. Some of this data may be re-entered elsewhere in your notebook, as I mention later.
3. Consider drawing and labeling a sketch, diagram, map, or cross-section. My general rule-of-thumb is one sketch per site, but some require more and some need none. Remember, a sketch can be much better than, or can reduce the length of, an outline or narrative. Do not worry if you don't think you're an artist. You never will be if you don't try, and your sketches will improve with practice. Would color help? Some sketches stand alone without labels. You might be drawing scenery or a flower; such sketches should have titles (e.g., Hunter Peak across Clarks Fork, Indian paintbrush on Hood Canal bluff). Most sketches need lots of labels (e.g., rock types and ages, landforms, fauna and flora). Maps and cross-sections need scale, and orientation (e.g., north arrow or direction of view).
4. Multiple working hypotheses, questions, tentative interpretations and conclusions (e.g., the geologic or human history as determined at this specific site).
5. Notes about photographs taken. What is it? What is the scale? What direction are you facing? Some people prefer to record photos site by site; others record all photos in a separate section of the notebook.

#### EVERY EVENING AFTER FIELD WORK

1. Review your field notes. Is there anything that might be important that you remember now but did not note in the field?
2. Consider re-entering data into a computer for analysis and/or separate storage.
3. Summarize the day's observations, hypotheses, conclusions, etc.
4. Do you need to revisit any of the sites?
5. Consider making separate lists of fauna (including birds) and flora observed.
6. If there is field work the next day, plan for it. Be prepared.

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## Methods of Evaluation

- Oral Tests/Class Performance
- Participation
- Other  
Field notebook Discussions

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## Course Materials

### Textbooks:

1. Huber, N. King, . *The Geologic Story of Yosemite National Park*, USGS Bulletin, 1989, ISBN: -0939666499  
**Equivalent text is acceptable**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GEOL 44  
**Full Course Title:** Geology of California Deserts  
**Short Title:** calif deserts  
**TOP Code:** -  
**Effective Term:**

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### Course Standards

**Course Type:** Credit  
**Units:** 1.0 - 3.0  
**Unit increment:** 1.0  
    **Lecture hours:** 12.0 - 36.0  
    **Activity hours:** 12.0 - 36.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Geology (Masters Required) **Or**
  - Geography (Masters Required) **Or**
- 

### Course Description

This course will explore one or multiple desert locations specific to California. Content will focus on specific features of geologic interest, and will include geographic features. Historical climates will also be considered as well as human impact and preservation. Varying amounts of hiking will be required depending on the location. Students are responsible for the costs of meals, transportation, and camping or lodging.

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### Content

#### Course Lecture Content

Lecture 1 unit

- 1) Tectonic setting specific to area of interest
  - a. Regional expressions of tectonic forces (compression-subduction, tension-divergence, shear-transform)
- 2) Rocks and minerals
  - a. Rocks and minerals unique to area of interest explained.
  - b. Hand samples will be examined and classified according to textbook classification schemes.
- 3) Weathering processes shaping the landscape (erosion, deposition)
  - a. Understand the different erosional rates of local rocks and minerals.

#### 4) Geomorphology and related geologic structures

- a. Understand catastrophic landscape changes related to regional forces
- b. Know California's geomorphic provinces

#### 5) Natural hazards

- a. Understand natural hazards including rock falls/slides, Lahars, and fault scarps.
- b. Impact of humans in site specific environments

### Lecture 2 units

#### 1) Tectonic setting specific to area of interest

- a. Regional expressions of tectonic forces (compression-subduction, tension-divergence, shear-transform)
- b. Identify rock forming environments

#### 2) Rocks and minerals

- a. Rocks and minerals unique to each site will be explained.
- b. Hand samples will be examined and classified according to textbook classification schemes.
- c. Unique minerals and rocks will be identified and discussed

#### 3) Weathering processes shaping the landscape (erosion, deposition)

- a. Understand the different erosional rates of local rocks and minerals.
- b. Learn various glacial and stream erosion in regional settings

#### 4) Geomorphology and related geologic structures

- a. Understand catastrophic landscape changes related to regional forces
- b. Understand California's geomorphic provinces.

#### 5) Natural hazards

- a. Learn and understand natural hazards including rock falls/slides, Lahars, and fault scarps.
- b. Understand the impact of humans in regional environments

### Lecture 3 units

#### 1) Tectonic setting specific to area of interest

- a. California subduction and associated landforms
- b. rock types, structures, and geomorphology associated with tensional forces, shear forces, and compressional forces.
- c. Understand the tectonic evolution of California through geologic time

#### 2) Rocks and minerals

- a. Rocks and minerals unique to area of interest will be explained.
- b. Hand samples will be examined and classified according to textbook classification schemes.

- c. Unique minerals and rocks will be identified and discussed
- d. Know variations of silicate minerals and how the formation process and chemical composition leads to those changes.
- 3) Weathering processes shaping the landscape (erosion, deposition)
  - a. Understand the different erosional rates of local rocks and minerals.
  - b. Learn various glacial and stream erosion in regional settings
  - c. Relate the geologic past to current landscape evolution.
- 4) Geomorphology and related structures
  - a. Understand catastrophic landscape changes related to regional forces
  - b. Understand California's geomorphic provinces and how they relate to California
  - c. Map California's geomorphic provinces and identify key features of each province
  - d. Understand ecological succession and how it relates to the specific sites
- 5) Natural hazards
  - a. Understand natural hazards including rock falls/slides, Lahars, and fault scarps.
  - b. Impact of humans in of humans in regional environments
  - c. Locate and identify local hazards on topographic and geologic maps
  - d. Know the history of geologic hazards and the potential for future hazards.

### **Course Lab/Activity Content**

#### Activity 1 unit

- 1) Tectonic setting specific to California
  - a. Explore the tectonics of the region, sketch and identify evidences of tectonic processes.
- 2) Rocks and minerals found in the region
  - a. Site specific hand samples will be examined and classified according to textbook classification schemes.
- 3) Weathering processes shaping the landscape (erosion, deposition)
  - a. Investigate site specific erosional rates and relate to the local weathering processes.
- 4) Geomorphology and related study region
  - a. Investigate site specific landscape modification due to local conditions
- 5) Natural hazards of the region
  - a. Identify, explain and sketch, site specific examples of natural hazards.
  - b. Identify and catalog the impact of humans in volcanic environments

#### Activity 2 units



1) Tectonic setting specific to California

- a. Explore the tectonics of the region, sketch and identify evidences of tectonic processes.
- b. Map and identify tectonics specific to California today
  - i. Movement along San Andreas fault
  - ii. Movement of Juan De Fuca plate

2) Rocks and minerals found in the region

- a. Site specific samples will be examined and classified according to textbook classification schemes.
- b. Learn and use various techniques for field identification of site specific minerals.

3) Weathering processes shaping the landscape (erosion, deposition)

- a. Investigate site specific erosional rates and relate to the local weathering processes.
- b. Use a topographic map to identify large scale erosional features and locate onsite.

4) Geomorphology and related study region

- a. Investigate site specific landscape modification due local conditions
- b. Use a topographic map to identify large scale geomorphic features and locate onsite.

5) Natural hazards of the region

- a. Identify, explain and sketch, site specific examples of natural hazards.
- b. Locate and identify hazards on topographic and geologic maps

Activity 3 units

1) Tectonic setting specific to California

- a. Explore the tectonics of the region, sketch and identify evidences of tectonic processes.
- b. Map and identify tectonics specific to California today
  - i. Movement along San Andreas fault
  - ii. Movement of Juan De Fuca plate
  - c. Map and identify tectonics specific to California today and throughout geologic history.
- i. Movement of Gorda and Farallon plate.

2) Rocks and minerals found in the region

- a. Site specific samples will be examined and classified according to textbook classification schemes.
- b. Learn and use various techniques for field identification of site specific minerals.
- c. Use a geologic map to locate rock formations in the field.

3) Weathering processes shaping the landscape (erosion, deposition)

- a. Investigate site specific erosional rates and relate to the local weathering processes.
- b. Use a topographic map to identify large scale erosional features and locate onsite.

- c. Map onsite erosional and depositional features
  - i. Calculate stream gradient
  - ii. Draw topographic maps
  - iii. Construct topographic profiles
  - 4) Geomorphology and related study region
    - a. Investigate site specific landscape modification due to local conditions
    - b. Use a topographic map to identify large scale geomorphic features and locate onsite.
    - c. Identify ecological succession in the site specific environment
  - 5) Natural hazards of the region
    - a. Identify, explain and sketch, site specific examples of natural hazards.
    - b. Locate and identify features of the hazards on topographic and geologic maps
      - c. Connect natural hazards to site specific examples.
- 

## Objectives

1. Explain the tectonic setting of the region.
  2. Evaluate the various rock units in terms of their mineral composition, relative age, and style of formation.
  3. Analyze the development of the landscape in terms of rock formation, tectonic history, weathering and erosional processes and human impact. **\*\*Requires Critical Thinking\*\***
  4. Evaluate the risk to human life or structures in the region due to natural processes.
- 

## Student Learning Outcomes

1. Upon completion of this course, students will be able to analyze how the California's geomorphology relates to specific desert structures.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  2. Upon completion of this course, students will be able to identify rocks and minerals unique to the California desert and site location.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  3. Upon completion of this course, students will be able to describe the impacts of physical and chemical weathering in the site specific desert environment.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
- 

## Methods of Instruction

- Lecture/Discussion
  - Studio/Activity
- 

## Assignments

**Reading Assignments**  
**Writing Assignments**  
**Other Assignments**

Field Notebooks

INTRODUCTION

An outstanding field notebook serves many potential purposes.

1. It is a valuable record of what you have seen, heard, discussed, and thought about in the field.
2. It may contain the data which will lead to an oral presentation, a paper, and/or a thesis.
3. It may be a graded portion of a course.
4. It may be something you and your relatives will find interesting decades in the future.

A field notebook should enhance and not interfere with learning. Don't write down everything a field trip leader says without thinking about it or asking questions. You are not a tape recorder; filter the information through your brain. Don't focus so much on a relatively immovable aspect (e.g., rocks or vegetation) that you miss something fleeting (e.g., an eagle or a sunset).

Neatness and organization are essential. Efficiency may be important; use standard abbreviations (e.g., the geologic time symbols). A labeled sketch may be more valuable than 100s of words.

BEFORE THE FIELD

1. Write your name with indelible ink on the front and back of your notebook. Write your name, address(es), and phone number(s) near the front.
2. Consider putting a title on the inside and an abbreviated title on the outside (e.g., Alaska, 2000).
3. Paginate the entire notebook; start a table of contents near the front.
4. Depending on the situation, enter appropriate emergency information near the front or back: e.g., who to contact and how, allergies, search and rescue phone number, hospital address, phone number of embassy.
5. Start an "address book" of key contacts, potential people to visit, people who might provide information, people who might help with transportation in the field, etc. This list might include home and work addresses, email address, and home, work, and cellular phone numbers.
6. Consider gluing or taping into the notebook (near the back and/or front) one or more of the following: maps, lists of flora and fauna, geologic time scale, stratigraphic column, checklists of data to be recorded.
7. How is your notebook going to be organized? One way is to put observations and sketches on the right, and interpretations and questions on the left.

IN THE FIELD, EVERY DAY

1. General location: country, state, county, mountain range, coast, island, national or state park, nearest town, etc.
2. Weather: temperature, precipitation, wind velocity and direction (winds are named from whence they come), humidity, cloud cover, visibility, etc. This information may be pertinent to soils or vegetation, or may help you remember the day and/or location. If the weather varies much during the day, note the changes.
3. If your particular focus is geology, mention the soils and vegetation. They may be important clues to the geology (e.g., particular plants grow on serpentinite). The approximate age of landforms such as moraines and landslide scars may be revealed by vegetation. If your focus is bedrock geology, note landforms (e.g., fault

scarps) and surficial deposits. If your focus is geomorphology and surficial geology, note the bedrock geology (e.g., resistance to weathering and erosion).

4. If your particular focus is biology, mention the geology. Plant distribution is greatly influenced by bedrock types, landforms, surficial deposits, and soils. Particular plants have specific requirements for moisture (soil porosity and permeability) and trace elements (mineralogy). Burrowing animals may prefer one surficial sediment to another. The flora and the fauna are very much influenced by aspect (the direction a slope faces) due to temperature and moisture differences, and by drainage (e.g., a wetland vs. a hilltop).

5. As appropriate, expand the "address book" mentioned in BEFORE THE FIELD.

#### IN THE FIELD, EVERY STOP

1. Specific site. This location should be described accurately enough so that you could get back here. It might include a street address, latitude and longitude or UTM co-ordinates, elevation, aspect, which side of stream, how far and in what direction from a landmark, etc.

2. Data on whatever may be relevant: humans, animals, plants, ecosystems, ecotones, rocks, sediments, soils, structures, landforms, processes, rates, facilities, pollution, scenery. Some of this data may be re-entered elsewhere in your notebook, as I mention later.

3. Consider drawing and labeling a sketch, diagram, map, or cross-section. My general rule-of-thumb is one sketch per site, but some require more and some need none. Remember, a sketch can be much better than, or can reduce the length of, an outline or narrative. Do not worry if you don't think you're an artist. You never will be if you don't try, and your sketches will improve with practice. Would color help? Some sketches stand alone without labels. You might be drawing scenery or a flower; such sketches should have titles (e.g., Hunter Peak across Clarks Fork, Indian paintbrush on Hood Canal bluff). Most sketches need lots of labels (e.g., rock types and ages, landforms, fauna and flora). Maps and cross-sections need scale, and orientation (e.g., north arrow or direction of view).

4. Multiple working hypotheses, questions, tentative interpretations and conclusions (e.g., the geologic or human history as determined at this specific site).

5. Notes about photographs taken. What is it? What is the scale? What direction are you facing? Some people prefer to record photos site by site; others record all photos in a separate section of the notebook.

#### EVERY EVENING AFTER FIELD WORK

1. Review your field notes. Is there anything that might be important that you remember now but did not note in the field?

2. Consider re-entering data into a computer for analysis and/or separate storage.

3. Summarize the day's observations, hypotheses, conclusions, etc.

4. Do you need to revisit any of the sites?

5. Consider making separate lists of fauna (including birds) and flora observed.

6. If there is field work the next day, plan for it. Be prepared.

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## Methods of Evaluation

- **Participation**
- **Other**  
Field notebook

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## Course Materials

None

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GEOL 45  
**Full Course Title:** Regional Geology - Field Trip  
**Short Title:** Regional geo  
**TOP Code:** -  
**Effective Term:**

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### Course Standards

**Course Type:** Credit  
**Units:** 1.0 - 3.0  
**Unit increment:** 1.0  
    **Lecture hours:** 12.0 - 36.0  
    **Activity hours:** 12.0 - 36.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Geology (Masters Required) **Or**
  - Geography (Masters Required) **Or**
- 

### Course Description

This field course provides an opportunity to explore specific areas of geologic interest. Tectonic setting, sedimentary processes and rock formation will be emphasized. Trip location will vary depending on season and accessibility. Varying amounts of hiking will be required depending on the location. Students are responsible for the costs of meals, transportation, and camping or lodging.

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### Content

#### Course Lecture Content

Lecture 1 unit

- 1) Tectonic setting specific to area of interest
  - a. Regional expressions of tectonic forces (compression-subduction, tension-divergence, shear-transform)
- 2) Rocks and minerals
  - a. Rocks and minerals unique to area of interest explained.
  - b. Hand samples will be examined and classified according to textbook classification schemes.
- 3) Weathering processes shaping the landscape (erosion, deposition)
  - a. Understand the different erosional rates of local rocks and minerals.
- 4) Geomorphology and related geologic structures

- a. Understand catastrophic landscape changes related to regional forces
- b. Know California's geomorphic provinces

#### 5) Natural hazards

- a. Understand natural hazards including rock falls/slides, Lahars, and fault scarps.
- b. Impact of humans in site specific environments

### Lecture 2 units

#### 1) Tectonic setting specific to area of interest

- a. Regional expressions of tectonic forces (compression-subduction, tension-divergence, shear-transform)
- b. Identify rock forming environments

#### 2) Rocks and minerals

- a. Rocks and minerals unique to each site will be explained.
- b. Hand samples will be examined and classified according to textbook classification schemes.
- c. Unique minerals and rocks will be identified and discussed

#### 3) Weathering processes shaping the landscape (erosion, deposition)

- a. Understand the different erosional rates of local rocks and minerals.
- b. Learn various glacial and stream erosion in regional settings

#### 4) Geomorphology and related geologic structures

- a. Understand catastrophic landscape changes related to regional forces
- b. Understand California's geomorphic provinces.

#### 5) Natural hazards

- a. Learn and understand natural hazards including rock falls/slides, Lahars, and fault scarps.
- b. Understand the impact of humans in regional environments

### Lecture 3 units

#### 1) Tectonic setting specific to area of interest

- a. California subduction and associated landforms
- b. rock types, structures, and geomorphology associated with tensional forces, shear forces, and compressional forces.
- c. Understand the tectonic evolution of California through geologic time

#### 2) Rocks and minerals

- a. Rocks and minerals unique to area of interest will be explained.
- b. Hand samples will be examined and classified according to textbook classification schemes.
- c. Unique minerals and rocks will be identified and discussed
- d. Know variations of silicate minerals and how the formation process and chemical composition leads to those

changes.

3) Weathering processes shaping the landscape (erosion, deposition)

- a. Understand the different erosional rates of local rocks and minerals.
- b. Learn various glacial and stream erosion in regional settings
- c. Relate the geologic past to current landscape evolution.

4) Geomorphology and related structures

- a. Understand catastrophic landscape changes related to regional forces
- b. Understand California's geomorphic provinces and how they relate to California
- c. Map California's geomorphic provinces and identify key features of each province
- d. Understand ecological succession and how it relates to the specific sites

5) Natural hazards

- a. Understand natural hazards including rock falls/slides, Lahars, and fault scarps.
- b. Impact of humans in of humans in regional environments
- c. Locate and identify local hazards on topographic and geologic maps
- d. Know the history of geologic hazards and the potential for future hazards.

**Course Lab/Activity Content**

Activity 1 unit

1) Tectonic setting specific to California

- a. Explore the tectonics of the region, sketch and identify evidences of tectonic processes.

2) Rocks and minerals found in the region

- a. Site specific hand samples will be examined and classified according to textbook classification schemes.

3) Weathering processes shaping the landscape (erosion, deposition)

- a. Investigate site specific erosional rates and relate to the local weathering processes.

4) Geomorphology and related study region

- a. Investigate site specific landscape modification due to local conditions

5) Natural hazards of the region

- a. Identify, explain and sketch, site specific examples of natural hazards.
- b. Identify and catalog the impact of humans in volcanic environments

Activity 2 units

1) Tectonic setting specific to California

- a. Explore the tectonics of the region, sketch and identify evidences of tectonic processes.
- b. Map and identify tectonics specific to California today
  - i. Movement along San Andreas fault

ii. Movement of Juan De Fuca plate

2) Rocks and minerals found in the region

a. Site specific samples will be examined and classified according to textbook classification schemes.

b. Learn and use various techniques for field identification of site specific minerals.

3) Weathering processes shaping the landscape (erosion, deposition)

a. Investigate site specific erosional rates and relate to the local weathering processes.

b. Use a topographic map to identify large scale erosional features and locate onsite.

4) Geomorphology and related study region

a. Investigate site specific landscape modification due local conditions

b. Use a topographic map to identify large scale geomorphic features and locate onsite.

5) Natural hazards of the region

a. Identify, explain and sketch, site specific examples of natural hazards.

b. Locate and identify hazards on topographic and geologic maps

Activity 3 units

1) Tectonic setting specific to California

a. Explore the tectonics of the region, sketch and identify evidences of tectonic processes.

b. Map and identify tectonics specific to California today

i. Movement along San Andreas fault

ii. Movement of Juan De Fuca plate

c. Map and identify tectonics specific to California today and throughout geologic history.

i. Movement of Gorda and Farallon plate.

2) Rocks and minerals found in the region

a. Site specific samples will be examined and classified according to textbook classification schemes.

b. Learn and use various techniques for field identification of site specific minerals.

c. Use a geologic map to locate rock formations in the field.

3) Weathering processes shaping the landscape (erosion, deposition)

a. Investigate site specific erosional rates and relate to the local weathering processes.

b. Use a topographic map to identify large scale erosional features and locate onsite.

c. Map onsite erosional and depositional features

i. Calculate stream gradient

ii. Draw topographic maps

iii. Construct topographic profiles

4) Geomorphology and related study region

a. Investigate site specific landscape modification due to local conditions



- b. Use a topographic map to identify large scale geomorphic features and locate onsite.
  - c. Identify ecological succession in the site specific environment
  - 5) Natural hazards of the region
    - a. Identify, explain and sketch, site specific examples of natural hazards.
    - b. Locate and identify features of the hazards on topographic and geologic maps
    - c. Connect natural hazards to site specific examples.
- 

## Objectives

1. Explain the tectonic setting of the region.
  2. Evaluate the various rock units in terms of their mineral composition, relative age, and style of formation.
  3. Analyze the development of the landscape in terms of rock formation, tectonic history, weathering and erosional processes and human impact. **\*\*Requires Critical Thinking\*\***
  4. Evaluate the risk to human life or structures in the region due to natural processes.
  5. Understand how erosion and deposition have led to important geologic structures and features.
- 

## Student Learning Outcomes

1. Students will understand how the tectonics forces relate to the large scale geomorphic features
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  2. Identify the basic rock types of the region and explain mineral composition
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
  3. Describe the various forms of weathering specific to the site location.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- Lecture/Discussion
  - Studio/Activity
- 

## Assignments

### Other Assignments

Field notebook

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## Methods of Evaluation

- Oral Tests/Class Performance
  - Participation
  - Skills Demonstrations/Performance Exam
  - Other
    - Field Notebook
-

# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** THART 529  
**Full Course Title:** College Theatre  
**Short Title:** College Theatre  
**TOP Code:** -  
**Effective Term:** Fall 2009

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### Course Standards

**Course Type:** Noncredit  
**Total contact hours in class:** 36.0 - 108.0  
**Lab hours:** 54.0 - 162.0

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### Minimum Qualifications for Instructors

- Theater Arts (Masters Required)
- 

### Course Description

This course provides instruction and supervised participation in theatre rehearsal and performance including acting, directing, design, and technical work, culminating in a theatre production. Plays will be selected from various periods and styles.

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### Conditions of Enrollment

Audition; Thart-29 is an intensive course designed to prepare Theatre Arts majors for careers in acting and/or performance production. In order to be fully successful in this course, students should already possess some knowledge of theatre performance and production.

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### Content

#### Course Lecture Content

1. Methods of auditioning.
2. Study of blocking and stage deportment.
3. Role interpretation.
4. Performance Technique.
5. Technical Theatre
  - a. Costumes
  - b. Make-up
  - c. Sceneology
  - d. Stage Lighting
  - e. Stage Props

#### Course Lab/Activity Content

1. Rehearsal and Performance Protocol and Procedures

- a. The actor's responsibilities
  - b. The director's responsibilities
  - c. Production staff responsibilities
- 2. Evaluation of the Historical, Social, Cultural, Artistic, and Thematic Elements of the Play
  - a. The author's intentions
  - b. The political, social, philosophical, and moral agenda of the play
  - c. Interpretation and evaluation of the play's historical, social, cultural and artistic circumstances
- 3. Auditioning and the Actor's Script Evaluation
  - a. Effective methods of auditioning
  - b. Scoring the role
  - c. Exploration and creation of prior circumstances
  - d. Creation of the time and place obligations for the script
  - e. Identification and evaluation of character obligation
- 4. Role Interpretation and Acting Skill Approaches
  - a. Relationship work with the other actors
  - b. Creation of the behavioral life of the character
  - c. Preparations for investing in the emotional life of the role
  - d. Outlining the needs and pursuits of the character
- 5. Staging
  - a. Working with the director
  - b. Justifying physical action
  - c. Creation of character behavior
  - d. Use of props, costumes, and scenery elements
- 6. Performance Technique and Rehearsal
  - a. Use of given circumstances to justify dialog
  - b. Use of voice with projection and clarity of speech
  - c. Creative collaboration with other actors
  - d. Blocking and stage deportment
  - e. Individual responsibility (learning lines, time management, being prepared)
  - f. Collaborative practice (supporting acting partners, working with technical team, taking direction)
- 7. Integration of Technical Production Elements with Performance
  - a. Props
  - b. Scenery
  - c. Lighting/Sound
  - d. Costumes
  - e. Make-up
- 8. Performance
  - a. Justification of play's action and dialog
  - b. Vocal performance
  - c. Dynamics of dialog and behavior
  - d. Warm-ups and preparations
  - e. Responsible collaboration and performance standards

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## Objectives

- 1. Create and dramatize the behavioral life and motivations of a character in rehearsal and performance. **\*\*Requires Critical Thinking\*\***
- 2. Demonstrate a strong work ethic within a professional framework of collaboration.
- 3. Evaluate and analyze a script for successful audition, rehearsal, and performance. **\*\*Requires Critical Thinking\*\***

4. Apply basic skills and methods to performing a role on stage, such as movement and voice projection, in accordance with accepted stage practice. **\*\*Requires Critical Thinking\*\***
5. Use and/or maintain basic production and technical elements such as props, costumes, make-up, building and manipulating stage set pieces and furniture, and rigging and operating stage lighting for performance to create the world of a chosen play.
6. Recognize and demonstrate the collaborative responsibilities with the director and designers in rehearsal and performance.

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## Student Learning Outcomes

1. Critical Thinking: Upon completion of this course, the student will be able to successfully participate in the rehearsal and performance process for a live production as a performer, stage manager, or theatre technician by formulating solutions to theatrical performance or production problems as they arise.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Communication: Upon completion of this course, the student will be able to successfully learn, create, rehearse, and execute a role in a live theatre production that includes performing, directing, stage managing, or technical stage work.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
3. Personal and Social Responsibility: Upon completion of this course, the student will be able to work collaboratively with others as a member of a team by demonstrating respect for opinions, feelings, and values.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.

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## Methods of Instruction

- **Laboratory**  
Students will apply acting concepts scenes and rehearse them with the instructor.

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## Assignments

### Reading Assignments

Read the performance text

### Writing Assignments

Write a character biography based on the information provided in the performance text

### Other Assignments

Express a character's event through external and internal acting techniques

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## Methods of Evaluation

- Exams
- Homework
- Laboratory Assignments
- Oral Tests/Class Performance
- Participation
- Portfolio
- Problem Solving Exercises
- Quizzes
- Research Project
- Skills Demonstrations/Performance Exam

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## Course Materials

**Textbooks:**

1. Mike Alfreds. *Different Every Night*, 1st ed. Nick Hern Books, 2008, ISBN: 978-1854599674  
**Equivalent text is acceptable**

**Other:**

1. Instructor handouts and guides
2. Text of play to be performed
3. Production scripts

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# ADVANCED WELDING TECHNOLOGIES

CERT OF ACHIEVEMENT WITH 18-29.5 UNITS

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## Description

Upon successful completion of the advanced welding certificate, the student will demonstrate skills, knowledge, and training for employment in entry-level positions including industrial occupations in metal shops, all maintenance positions, sheet metal and metal fabrication shops, and many apprenticeship programs.

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## Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Upon completion of this certificate, students will demonstrate introductory skills in SMAW, GMAW, GTAW, OAC and PAC.
2. Upon completion completion of this certificate, students will demonstrate a knowledge of layout and fixturing and work holding in project design.

---

## Program Requirements:

### Required Courses

**Course Block Units:** (32 Required)

DRAFT20	Blueprint and Specifications Reading	3
MFGT20	Principles of Machine Shop	3
WELD10	Introduction To Arc Welding (SMAW)	4
WELD12	Intermediate Arc Welding	4
WELD20	Introduction To MIG Welding (GMAW)	4
WELD22	Intermediate Gas Metal Arc Welding	4
WELD40	Introduction To TIG Welding (GTAW)	3
WELD50	Structural Steel and Flux Corded Arc Weld	3
WELD85	Structure Design and Fabrication	4

**Total: 32**

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# WELDING TECHNOLOGIES

## ASSOCIATE IN SCIENCE

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### Description

The Welding program teaches curriculum that is designed to meet the minimum skill standards established by the American Welding Society (AWS) for entry-level welders. Our comprehensive program develops a student's skills in metals cutting and joining processes. Training is given in both theory and practical skills in the various phases of welding and cutting. This includes introductory to advanced methods plasma and air carbon arc cutting, oxyacetylene cutting, SMAW (stick), GTAW (TIG) welding, GMAW (MIG) welding, and FCAW (flux core), welding inspecting, testing principles and fabrication techniques, and other processes. Our classes are conducted in laboratories outfitted with modern industrial welding, cutting, CNC plasma, forming, fixturing, tube and pipe shaping and other fabrication equipment. Entry-level welders are employed in a wide range of industries that use welding and welding-related tasks as project managers, supply salespeople, and teachers, or possibly pursue a higher degree.

---

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Demonstrate appropriate workplace safety policies and procedures during welding and fabrication operations.
2. Demonstrate minimum competency in major welding processes used in industry
3. Recognize and interpret technical drawings in planning and fabrication projects.

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### Program Requirements:

#### REQUIRED COURSES

#### Course Block Units: (32 Required)

DRAFT20	Blueprint and Specifications Reading	3
MFGT20	Principles of Machine Shop	3
WELD10	Introduction To Arc Welding (SMAW)	4
WELD12	Intermediate Arc Welding	4
WELD20	Introduction To MIG Welding (GMAW)	4
WELD22	Intermediate Gas Metal Arc Welding	4
WELD40	Introduction To TIG Welding (GTAW)	3
WELD50	Structural Steel and Flux Cored Arc Weld	3
WELD85	Structure Design and Fabrication	4

#### Plus 3 units selected from the following courses:

#### Course Block Units: (3 Required)

AUTO22	Hydraulics (Fluid Power)	3
CWEE45	Occupational Work Experience	1 - 5.5
MFGT21	Intermediate Machine Shop	3
WELD52	Intermediate Structural Steel and Flux Cored Arc Welding (FCAW)	4
WELD64	Advanced Pipe Welding	4

# MANUFACTURING TECHNOLOGY/MACHINING

## ASSOCIATE IN SCIENCE

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### Description

The A.S. in Manufacturing Technology is a comprehensive program of instruction designed to develop knowledge of scientific principles, mathematical concepts, and technical skills. The program will provide students with laboratory experiences found in machining, welding, and related technologies. These experiences will enable the student to enter industry with problem-solving skills in design, production planning, materials handling, quality control, inspection, and programming with computer-aided controls. The student, upon the successful completion of the program, will have entry-level job skills.

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### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Upon completion of the Manufacturing Technology program, students will have knowledge of proper working habits and safety practices in an industrial environment.
2. Upon completion of the Manufacturing Technology program, students will demonstrate skill in the use of manual machine tools including: lathes, mills, drilling machines, grinding machines, and inspection tools. Students will demonstrate knowledge of interpreting shop drawings and prints.
3. Upon completion of the Manufacturing Technology program, students will demonstrate skilled use of Advanced Manufacturing tools such as: Computer aided Design, Computer aided Manufacturing, CNC Milling Centers, CNC Turning Centers, inspection and measurement tools. Students will demonstrate knowledge of interpreting shop drawings and prints.

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### Program Requirements:

#### Required Courses

#### Course Block Units: (21 Required)

MFGT20	Principles of Machine Shop	3
MFGT21	Intermediate Machine Shop	3
MFGT60	Problems in Manufacturing Technology	2
MFGT62	Advanced Machine Shop	3
DRAFT20	Blueprint and Specifications Reading	3
MFGT34	Computer Numerical Control	4
MFGT35	Computer Aided Manufacturing	3

#### Plus 14 additional units selected from courses listed below:

#### Course Block Units: (14 Required)

WELD10	Introduction To Shielded Metal Arc Welding (SMAW)	4
WELD20	Introduction To Gas Metal Arc Welding (GMAW)	4
WELD83	GMAW/GTAW Production Welding	4
WELD85	Structure Design and Fabrication	4
AUTO22	Hydraulics (Fluid Power)	3
DRAFT30	Technical Drawing With Autocad	3

**Total: 35**



# MANUFACTURING TECHNOLOGY/ MACHINING

CERT OF ACHIEVEMENT WITH 18-29.5 UNITS

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## Description

Manufacturing Technology is a comprehensive program of instruction designed to develop knowledge of scientific principle, mathematical concepts, and technical skills. It includes laboratory experiences found in machining, welding, and related technologies. These experiences will enable the student to enter industry with problem-solving skills in design, production planning, materials handling, quality control, inspection, and programming with computer numerical controls. The student, upon the successful completion of the program, will have a job-entry skill.

---

## Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Upon completion of the Manufacturing Technology program, students will have knowledge of proper working habits and safety practices in an industrial environment.
2. Upon completion of the Manufacturing Technology program, students will demonstrate skill in the use of manual machine tools including: lathes, mills, drilling machines, grinding machines, and inspection tools. Students will demonstrate knowledge of interpreting shop drawings and prints.
3. Upon completion of the Manufacturing Technology program, students will demonstrate skilled use of Advanced Manufacturing tools such as: Computer aided Design, Computer aided Manufacturing, CNC Milling Centers, CNC Turning Centers, inspection and measurement tools. Students will demonstrate knowledge of interpreting shop drawings and prints.

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## Program Requirements:

### Required Courses

**Course Block Units: (27 Required)**

MFGT20	Principles of Machine Shop	3
MFGT21	Intermediate Machine Shop	3
MFGT34	Computer Numerical Control	3
MFGT35	Computer Aided Manufacturing	3
MFGT60	Problems in Manufacturing Technology	2
MFGT62	Advanced Machine Shop	3
WELD10 or	Introduction To Shielded Metal Arc Welding (SMAW)	4
WELD20	Introduction To Gas Metal Arc Welding (GMAW)	4
DRAFT20	Blueprint and Specifications Reading	3
AUTO22	Hydraulics (Fluid Power)	3

**Total: 27**

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# SMAW PIPE EMPHASIS

CERT OF ACHIEVEMENT WITH 18-29.5 UNITS

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## Description

The certificate in welding technology is designed to provide advanced occupational training in pipe welding. These classes are designed to meet both current and future needs in the pipe welding industry. The program provides students shielded electric arc welding and manual and semi-automatic flame cutting equipment experience in pipe welding applications. In addition, students will be prepared for certification as required by employment in the pipe welding industry. Employment opportunities available are welder, welder technician, inspector, maintenance welder, and production welder in the manufacturing, construction, and shipbuilding industries.

---

## Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Upon Completion of this certificate students will demonstrate a knowledge of pipe welding joints and positions
2. Upon completion of this certificate, students will display understanding of the skills necessary to complete pipe welding qualification with various codes (AWS, ASME and API)

---

## Program Requirements:

### Required Courses

### Course Block Units: (20 Required)

WELD10	Introduction To Arc Welding (SMAW)	4
WELD12	Intermediate Arc Welding	4
WELD40	Introduction To Gas Tungsten Arc Welding (GTAW)	4
WELD62	Pipe Welding Fundamentals	4
WELD64	Advanced Pipe Welding	4

**Total: 20**

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# FABRICATION AND MANUFACTURING METHODS

CERT OF ACHIEVEMENT WITH 18-29.5 UNITS

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## Description

The fabrication and metalworking certificate will introduce students to fabrication and metal working skills with sheet metal and structural applications. Students will also learn to use both manual and automated fabrication and metalworking equipment.

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## Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Upon completion of this certificate students will demonstrate a knowledge of fabrication methods based on material thickness.
2. Upon completion of this certificate students will demonstrate a knowledge of work holding and fixturing of projects.
3. upon completion of this certificate, students will demonstrate a knowledge of selecting the proper tools, tooling and equipment to produce a project.

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## Program Requirements:

### Required Courses

**Course Block Units:** (24 - 26  
Required)

WELD83	GMAW/GTAW Production Welding	4
WELD84	Applied Fabrication Welding	1
WELD85	Structure Design and Fabrication	4
WELD88	Welding Technical Problems	1 - 3
MFGT20	Principles of Machine Shop	3
MFGT34	Computer Numerical Control	3
MFGT35	Computer Aided Manufacturing	3
MFGT60	Problems in Manufacturing Technology	2
DRAFT20	Blueprint and Specifications Reading	3

**Total: 24.00 - 26.00**

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