# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** ART 11
**Full Course Title:** Mural Painting
**Short Title:** Mural Painting
**TOP Code:** 1002.00 - Art/Art Studies, General
**Effective Term:** Spring 2009

## Course Standards

**Course Type:** Credit - Degree Applicable
**Units:** 3.0
**Total class hours:** 162.0
**Total contact hours in class:** 108.0
**Lecture hours:** 27.0
**Lab hours:** 81.0
**Hours outside of class:** 54.0
**Repeatable:** No
**Grading Method:** Letter Grade Only

## Minimum Qualifications for Instructors

- Art (Masters Required)

## Course Description

Studio course focused on the creation of a large mural. Students will design, compose, prepare the wall and produce a wall mural project.

## Conditions of Enrollment

Satisfactory completion of: ART 9B

## Content

### Course Lecture Content

1. Historical Overview
    a. History of Murals
    b. Function
2. Cultural Significance
    a. Community
    b. Public Space
3. Political Movements
    a. Mexican Muralist Movement
    b. WPA Era
4. Approaches to murals

    a. Subjects
    b. Flat vs. the Illusion of Three Dimensions
5. Trompe L'oeil
6. Contemporary Movements and Graffiti Murals
    a. San Francisco Mission District
    b. Contemporary Artists
7. Preparation of Idea
    a. Composition
    b. Color
8. Materials, Applications and Site Preparation
    a. Sandblast/Sand/Ground

**Course Lab/Activity Content**

1. One-point perspective drawing techniques

2. Two-point perspective drawing techniques

3. Approaches to scale

    a. Scale-grid: working with the grid technique for proportion
    b. Projection

4. Paint mixing and color matching

5. Wall prep, tools, and materials

6. Painting the mural

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## Objectives

1. Describe the history of 20th century mural paintings.
2. Analyze mural composition for effective design on a large scale.
3. Competently use a grid to scale up a preliminary design.
4. Prepare the wall surface to ensure mural longevity.
5. Demonstrate an understanding of color and composition.
6. Design, lay out and complete the painting of a mural.
7. Analyze mural composition. ****Requires Critical Thinking****
8. Demonstrate an understanding of the interaction of color. ****Requires Critical Thinking****
9. The student will participate in the group critique of the work, both in progress and at the conclusion of the project. ****Requires Critical Thinking****

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## Student Learning Outcomes

1. Upon completion of the course, students will create a large mural.
2. Upon completion of the course, students will write about historic mural paintings.
3. Upon completion of the course, students will demonstrate drawing skills.

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## Methods of Instruction

- **Laboratory**
  Lab Topics: A. One-point perspective drawing techniques B. Two-point perspective drawing techniques C. Working with the grid technique for proportion D. Paint mixing and color matching E. Wall Prep, tools and materials
- **Lecture/Discussion**
  Lecture topics: A. Historical overview B. Cultual Significance C. Political Movements D. Trompe i'oeil E. Contemporary Movements Graffiti Murals F. Materials and Applications

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## Assignments

**Reading Assignments**

The student may be asked to read selected articles from various art periodicals regarding current mural projects.

**Writing Assignments**
The student may be asked to write a brief statement regarding the subject/purpose of the mural.
**Other Assignments**

Sample Assignments:

A. Students will design a mural for a in a public space that addresses the concept of community and cultural diversity.

B. Students will design a mural inspired by a historical political movement.

C. Students will submit sketches and designs for a mural to be painted on the Yuba Sutter Campus.

D. Students will design a mural for a potential client. In addition, the student will develop a contract for the potential client which includes a price breakdown of materials, estimated time of completion, and cost of labor.

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## Methods of Evaluation

- **Homework**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**
- **Problem Solving Exercises**
- **Research Project**

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## Course Materials

**Textbooks:**

1. Anreus, Alejandro, et al.. *Mexican Muralism: A Critical History,* University of California Press Books, 2012, ISBN: 9780520271623
2. Manthorne, Katherine. *California Mexicana: Missions to Murals, 1820-1930,* University of California Press Books, 2017, ISBN: 9780520296367
3. Selz, Peter. *Art of Engagement: Visual Politics in California and Beyond,* University of California Press Books, 2006, ISBN: 9780520240537

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** VETT 6
**Full Course Title:** Veterinary Workplace Safety
**Short Title:** Vet Wrk Safe
**TOP Code:** -
**Effective Term:** Spring 2009

## Course Standards

**Course Type:** Credit - Degree Applicable
**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

- Veterinary Technology

## Course Description

This course will introduce the student to fundamental concepts of occupational health and safety including the science behind OSHA regulations, effective hazard assessment, and components of an effective safety program. Specific safety issues unique to the health, allied health, agricultural, and public safety professions will be covered.

## Conditions of Enrollment

### Advisories

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

## Content

### Course Lecture Content

1. Purpose of Veterinary Safety
2. Policy: Administrative Requirements
3. Personnel: Staff Safety Training
    a. Preventive Medicine
    b. Reporting Injuries and Illnesses
    c. Personal Hygiene
4. Protection

    a. General Hazards Part I - electricity, housekeeping, food in the practice, and noise dangers.
    b. General Hazards Part II - fire prevention and planning and violence prevention.
    c. Chemicals (hazard Communication Standard)
    d. Protective Clothing and Disposable Items
    e. Smoking, Eating, Drinking, and Cosmetic Application
5. Hazardous Agents
    a. Work with Hazardous Agents
    b. Biological Agents and Universal Precautions
    c. Chemical Agents and Material Safety Data Sheets
    d. Radioactive agents
    e. Procedures for the Animal Care Staff
    f. Waste Disposal
    g. Bloodborne Pathogens
    h. Miscellaneous Safety Procedures for All Personnel
6. Special Considerations
    a. Medical Procedures I - Anesthesia and animal handling
    b. Medical Procedures II - Radiology and medical waste
    c. Medical Procedures III -Chemotherapy and Personal Protective Equipment
    d. Special Zoonotic Animal Diseases
7. Infection Risk Table
8. Other considerations
    a. Work with Anesthetic Gases
    b. Transportation of Animals Through Patient Care Areas

1. Introduction to Occupational Safety
    a. The Science Behind Safety
        i. Understanding the Scientific Method
        ii. Using the Scientific Method in Safety
            A. How Safety Standards Are Derived
    b. Scientific Agencies Responsible for Safety
        i. CDC: National Institute of Occupational Safety and Health (NIOSH)
        ii. NIH: Department of Occupational Safety and Health (DOSH)
2. Policy: Administrative Requirements
    a. Safety Legislation
    b. Recordkeeping
        i. Reporting Requirements
        ii. Required Written Programs
            A. Haz Comm
            B. IIPP
            C. Other Safety Programs
3. Personnel: Staff Safety Training
    a. Incidents and Accidents: The Human Element
        i. System Safety
        ii. Ergonomics
        iii. Job Safety Analysis (JSA)
        iv. Behavior-Based Safety
        v. Communication & System Safety
4. Hazard Control
    a. Electricity
    b. Trip/Fall
    c. Ladder
    d. Noise
    e. Heat
    f. Fire
    g. Chemical-general
5. Hazardous Agents
    a. Safe Behavior
    b. PPE
    c. Biological Agents
    d. Chemical Agents
        i. Material Safety Data Sheets

        ii. Hazardous Chemical Communication
    e. Radioactive Agents
    f. Blood-borne Pathogens
    g. Other
6. Special Considerations
    a. Health Professions
    b. Agriculture
    c. Safety Professions

Note: specific examples of occupational health and safety scenarios unique to the health, agriculture and safety professions will be woven throughout the course

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## Objectives

1. Recognize the specific OSHA Standards that apply to your practice.

2. Create a safety program that will protect employees, prevent accidents or illnesses and comply with current OSHA standards.

3. Construct (or refine an existing version) a written Hospital Safety Manual that contains policies and procedures that are specific to your practice.

4. Locate various resources, both within and outside the veterinary profession, to assist in understanding and implementing a hospital safety program.

5. Build a network of colleagues through interaction with other course participants with whom you can share ideas and resources pertaining to veterinary safety.

6. Write (or revise) a safety program for a veterinary practice that will protect employees, prevent accidents or illnesses and comply with current OSHA standards. ****Requires Critical Thinking****

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## Student Learning Outcomes

1. Upon completion of this course students will explain how matter/energy transformation can present a health or safety hazard in the workplace and suggest appropriate methods of control (management, engineering, protective).
    - **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 systems thinking to develop safety programs and/or hazard interventions.
    - **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 articulate and diagram the hierarchy of responsibility in safety management and evaluation.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

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## Methods of Instruction

- **Lecture/Discussion**
  Students will read lecture material provided, to included linked websites and articles plus textbook. Weekly essays on assigned topics will be written and posted with student engagement in discussion of these topics required and graded.

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## Distance Education

### Delivery Methods

- Online

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## Assignments

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

Demonstrate a broad understanding of scientific literature, technical writing, creative writing of veterinary safety as a discipline.

Write essays, including research-based writing, demonstrating academic rhetorical strategies and documentation concerning occupational health and safety issues.

Analyze and evaluate assigned and researched text articles.

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## Methods of Evaluation

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

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## Course Materials

**Textbooks:**

1. Friend, Mark A., Kohn, James, P.. *Fundamentals of Occupational Safety and Health,* 6th ed. Brendan Press, 2014, ISBN: 978-1-59888-723-5

**Manuals:**

1. Philip J. Seibert, Jr.. *The Complete Veterinary Practice Regulatory Compliance Manual,* CVT, 2000,

**Other:**

1. All assignments must be compiled and submitted using Microsoft Word, PowerPoint, and/or Excel version 2003 or later.

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** LEARN 52
**Full Course Title:** Students W/ Disabilities Field Experience
**Short Title:** Disabilities Fld
**TOP Code:** -
**Effective Term:** Fall 2013

## Course Standards

**Course Type:** Credit - Not Degree Applicable
**Units:** 1.0
**Total class hours:** 54.0
  **Total contact hours in class:** 36.0
    **Lecture hours:** 9.0
    **Lab hours:** 27.0
  **Hours outside of class:** 18.0
**Repeatable:** Yes (3)
**Grading Method:** Letter Grade or Pass/No Pass

## Minimum Qualifications for Instructors

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

## Course Description

Designed for students with interest in the field of human services, specifically Education, Allied Health, and Social Services. Increase awareness of the strengths and limitations imposed by a variety of disabilities and their impact on major life activities including learning. Overview of the provision of community and college support services available for students with disabilities and opportunities to become a paid assistant for students with disabilities. Assistance is provided in the physical and academic adaptation of students with disabilities to the community college environment.

## Content

### Course Lecture Content

1. Program Interview
2. Orientation
3. General Overview
    a. Sensitivity to students with disabilities
    b. Educational limitations
    c. Accommodations
4. Categories of Disabilities
    a. Physical disabilities
    b. Psychological disabilities
    c. Learning disabilities

5. Field Experience Work
    a. Objective
    b. Types of assistance
    c. Monitor hours, activities, progress
    d. Journal experiences
6. Discussions
    a. Initial biases
    b. Expanded awareness of the social model of disability
    c. Problems experienced/possible solutions
    d. Career options

**Course Lab/Activity Content**
This course will provide students opportunities to participate in three distinct areas of service for students with disabilities: tutoring, specialized assistance (e.g. note-taking, scribing, orientation, etc.), and as Adapted Physical Education assistants.

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## Objectives

1. Identify student's individual biases toward the condition of disability including the social and medical models of disability and stigma. ****Requires Critical Thinking****

2. Develop an understanding of disability-related educational and functional limitations relevant to learning and types of allowable accommodations for mitigating impact of limitations. ****Requires Critical Thinking****

3. Apply increased awareness, understanding, and sensitivity to others who are socially and physically different. ****Requires Critical Thinking****

4. Distinguish potential career interests within the human services field.

5. Develop unique skill sets and emotional intelligence required for employment success in the field of human services. ****Requires Critical Thinking****

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## Student Learning Outcomes

1. Identify their personal biases and/or level of effectiveness when working with individuals with disabilities.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **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.
2. Apply best practice interventions relative to the cultural differences of individuals with disabilities.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **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.

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## Methods of Instruction

- **Lecture/Discussion**
  1. Instructor will lecture with follow-up discussion. 2. Guest lectures with follow-up discussion. 3. Student

led presentation with follow-up discussion.

- **Service Learning**
  1. Under the supervision of the instructor students will provide support services to students with disabilities

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## Assignments

### Reading Assignments

1. Students will read a disability related article and be prepared to discuss in small groups in class

### Writing Assignments

1. Students will keep a journal of their experiences interacting with students with disabilities.

2. Students will respond to instructor generated prompts that require research

### Other Assignments

1.The students will keep a journal of their experiences and response to prompts that will require internet research.

2. Students will independently review a recommended movie, complete movie review summary sheet, and make a presentation to the class (One sample response summary sheet has been uploaded).

MOVIE REVIEW AND SUMMARY SHEET

Name: _____ Date: _____

Title of Movie: _____

BEFORE WATCHING THIS FILM:

1. What images and thoughts come to mind from the title of the video?

1. Reflect on your perceptions of people with disabilities at this time in your life. With which disabling conditions do you feel you are most UNknowledgeable and/or UNcomfortable? Why do you think this is so?

AFTER WATCHING THIS FILM:

1. What disability(*s*) were represented in this film?

1. How effective was the actor/actress in portraying a person with a disability?

1. Look over the list of “stereotypes and clichés” below. Check any you feel were used in this film to promote its success:

Disability Stereotypes and Clichés:

____The disabled person spends the entire movie talking about how they want to die.

____The disabled person dies immediately after imparting a life lesson, inspiring the able-bodied to live their lives to the fullest.

____The disabled person kills him/herself so they won’t be a burden to others.

____The disabled person was really faking it all along.

____Disability, especially disfigurement, is used to indicate that a character is the villain.
____The disabled person needs able-bodied people to teach them that their life isn’t over.

____People with disabilities can cure themselves through sheer force of will.

____If disabled people are included on a team or in a group, it indicates that they're expected to fail.
____If a disabled person shows up on a blind date, the other person will be terrified and attempt to escape.

____Blind people have superhuman hearing and can use echolocation.

____Blind people always want to feel everyone's face.

____Deaf people can always lip read.

1. How did the film alter your perception of the disability (*change it, reinforce it, increase understanding of it, increase empathy for others touched by the disability, etc.*)?

1. How would you rate this movie (*1 – 5 stars*) and WHY?

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## Methods of Evaluation

- **Homework**
- **Laboratory Assignments**
- **Participation**
- **Skills Demonstrations/Performance Exam**
- **Other**
  Journal

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## Course Materials

**Other:**

1. Internet websites and instructor generated materials

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** LEARN 115
**Full Course Title:** Academic Strategies
**Short Title:** Academic Strategies
**TOP Code:** -
**Effective Term:** Spring 2013

## Course Standards

**Course Type:** Credit - Not Degree Applicable
**Units:** 2.0
**Total class hours:** 108.0
  **Total contact hours in class:** 36.0
    **Lecture hours:** 36.0
  **Hours outside of class:** 72.0
**Repeatable:** No
**Grading Method:** Pass/No Pass Only

## Minimum Qualifications for Instructors

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

## Course Description

Designed especially for students with disabilities and others who have difficulty learning by traditional methods. Opportunity provided for self-analysis, acquisition, and application of learning strategies through a hands-on approach with guided practice. Strategies include: time management, organization, memory, listening, note taking, textbook reading, and test preparation. Emphasis on self-advocacy and use of appropriate accommodations including assistive technology. Recommendation: Basic reading/writing skills, familiarity with computers, and a readiness for college participation.

## Content

### Course Lecture Content

1. On campus resources (Library, DSPS, EOPS, Counseling, tutoring centers, etc.)
2. Learning styles, self-assessment surveys, and understanding learning disabilities
3. Cognitive processes
4. Time management and organizational strategies that enhance learning
5. Outlining and note taking techniques
6. Textbook reading strategies
7. Memory strategies
8. Assistive computer technology
9. Exam strategies and management of test anxiety
10. Management of disabilities
11. Maintaining health and wellness

## Objectives

1. Develop an understanding of the personal and social issues of adults with disabilities and their impact on career and college. ****Requires Critical Thinking****

2. Build familiarity with college and community resources such as tutoring centers, computer labs, literacy programs, social services, etc. that support academic endeavors and career choice.

3. Develop skills in managing disabilities including use of academic accommodations, building self-advocacy skills, acknowledging individual strengths/weaknesses, setting reasonable goals, etc. ****Requires Critical Thinking****

4. Develop individualized academic strategies that enhance study skills including time management, reading textbooks, creating outlines, taking notes, memory and retention, taking tests, reducing test anxiety, etc. ****Requires Critical Thinking****

5. Develop a plan to apply academic strategies to subsequent career technical training or college coursework. ****Requires Critical Thinking****

## Student Learning Outcomes

1. At the conclusion of this course, students will be able to describe their preferred learning style and three learning strategies that complement it.
    - **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.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. At the conclusion of this course, students will be able to identify three strategies for reading college textbooks that promote comprehension and retention of material.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
3. At the conclusion of this course, students will be able to create a study plan in preparation for exams with appropriate follow-up activities.
    - **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.

## Methods of Instruction

- **Lecture/Discussion**
  Instructor lecture and follow-up class discussion. Guest speakers and follow-up class discussion. Group presentations to class.

- **Other**
  Small group learning. Collaborative work projects. Role play/role modeling.

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## Assignments

**Reading Assignments**
Read a chapter in the text and respond to a prompt in a written journal entry. Prepare to discuss in small groups.
**Other Assignments**

Complete a self-survey on multiple intelligences and complete a summary sheet of what was learned, perception of accuracy, and how the information can be applied to the student's current educational situation.

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## Methods of Evaluation

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

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## Course Materials

**Textbooks:**

1. Thomas Frank. *10 Steps to Earning Awesome Grades (while studying less),* 1 ed. (unknown) available on Amazon in both book and electronic format, 2016, ISBN: 978-1517004446
   **Equivalent text is acceptable**
2. Cynthia C. Muchnick. *The Everything Guide to Study Skills--Strategies, Tips, and Tools You Need to Succeed in School,* 1 ed. Adams Media, Avon Mass, 2011, ISBN: 978-1440507441
   **Equivalent text is acceptable**

**Other:**

1. Instructor generated materials
2. Electronic self-surveys and reports
3. Free Educational Websites

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** LEARN 118
**Full Course Title:** Workforce Reading and Writing Skills
**Short Title:** Workforce Skills
**TOP Code:** -
**Effective Term:** Fall 2013

## Course Standards

**Course Type:** Credit - Not Degree Applicable
**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:** Pass/No Pass Only

## Minimum Qualifications for Instructors

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

## Course Description

Designed for students with disabilities, learning differences, and/or a history of difficulty developing reading/writing skills. Review of basic skills in written language in preparation for entering the workforce. Emphasis on building competency in reading comprehension and writing proficiency typically needed for success in vocational and/or entry level employment. May incorporate use of assistive computer technology. Recommendation: Basic reading/writing skills, familiarity with computers, and a readiness for college participation.

## Content

#### Course Lecture Content

1. Essential computer skills
    a. Word processing
    b. Internet use
    c. Assistive computer technology
2. Reading comprehension
    a. Strategies for "active" reading
    b. Main idea and details
    c. Conclusions and inference

3. Writing skills
    a. Pre-writing activities
    b. Organization and logic
    c. Mechanics of writing
4. Working in collaborative groups
    a. Individual and group responsibilities
    b. Effective communication
    c. Overcoming obstacles
5. Successful employment
    a. Essential skills
    b. Work ethic
    c. Personal attributes

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### Objectives

1. Read short passages, summarize information, and draw logical conclusions. ****Requires Critical Thinking****

2. Write short passages containing sentences of syntactic variety with correct spelling, word usage, and punctuation in response to a written prompt. ****Requires Critical Thinking****

3. Build basic word processing skills through completion of written assignments.

4. Build basic use of internet for research and communication. ****Requires Critical Thinking****

5. Describe uses of appropriate assistive computer technology to increase efficiency in completing reading/writing tasks.

6. Learn ways to develop and maintain an effective communication climate between individuals and within collaborative work groups. ****Requires Critical Thinking****

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### Student Learning Outcomes

1. At the conclusion of this course, students will be able to demonstrate basic reading comprehension of short passages by summarizing the information in own words.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **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. At the conclusion of this course, students will be able to demonstrate the ability to write a response to a prompt using correct spelling, punctuation, word usage, and sentence structure.
    - **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.
3. At the conclusion of this course, students will be able to describe personal attributes and essential skills that promote successful employment.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **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.

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## Methods of Instruction

- **Laboratory**
  Computer instruction and practice. Small group learning. Collaborative work projects. Role play.
- **Lecture/Discussion**
  Instructor lecture and follow-up class discussion. Guest lectures with follow-up class discussion.

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## Assignments

**Reading Assignments**
Students are given an article to read independently, respond to a prompt in their class journal, and prepare to discuss in small groups.
**Writing Assignments**
Students are asked to independently generate a list of 10 workplace rules and prepare to work in small groups to compare lists, discuss rules, formulate a final group list, and present to class.

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## Methods of Evaluation

- **Homework**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**
- **Portfolio**
- **Quizzes**

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## Course Materials

**Textbooks:**

1. Contemporary. *Workplace Skills Reading for Information,* 1 ed. McGraw Hill Education, 2010, ISBN: 978-0076555741
   **Equivalent text is acceptable**

**Other:**

1. There are abundant educational websites on the internet that can supplement the textbook and provide information in additional formats that may be more accessible to students with differing learning styles.
2. Instructor generated materials

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** LEARN 156
**Full Course Title:** Intermed Assistive Computer Technology
**Short Title:** Inter Asst Com Tech
**TOP Code:** -
**Effective Term:** Fall 2013

## Course Standards

**Course Type:** Credit - Not Degree Applicable
**Units:** 2.0
**Total class hours:** 108.0
  **Total contact hours in class:** 72.0
    **Lecture hours:** 18.0
    **Lab hours:** 54.0
  **Hours outside of class:** 36.0
**Repeatable:** No
**Grading Method:** Pass/No Pass Only

## Minimum Qualifications for Instructors

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

## Course Description

Designed for students with disabilities in need of assistive computer technology to ensure equal access to college materials and improved efficiency on academic tasks. Prepares student for independent use of current technologies available in college computer labs, modern work environments, and personally adapted home computer systems. Recommendation: basic reading/writing skills and familiarity with computers.

## Content

#### Course Lecture Content

1. History of assistive computer technology
    a. Applications for people with disabilities
    b. Applications for modern educational, work, and home environments
    c. Handheld devices (e.g. smart phone, tablet computer, electronic speller)
    d. Looking into the future
2. Windows Ease of Access feature

3. ZoomText
4. Kurzweil 3000
5. Inspiration
6. Dragon Naturally Speaking
7. Sonocent Audio Notetaker
8. Smart phone/tablet applications/free educational websites that use same or similar technologies such as speech-to-text, text-to-speech, and magnification

**Course Lab/Activity Content**
Complete assignments daily after lectures and demonstration. Additional and newer software programs added to the curriculum, free apps on tablets/smartphones as well as the traditional Assistive Computer Technology (ACT) will require more time in a lab setting for students to practice and become proficient with the (ACT) being presented.

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## Objectives

1. Use knowledge and experience to evaluate the effectiveness of specific assistive computer technologies in mitigating disability-related academic and functional limitations. ****Requires Critical Thinking****

2. Access internet resources for advanced training, staying aware of techological advances, and building computer expertise that ensures a smooth transition to new technologies as they are developed. ****Requires Critical Thinking****

3. Use recommended assistive computer technologies applicable to student's disability-related limitations with efficiency and limited assistance.

---

## Student Learning Outcomes

1. Upon completion of this course, students will demonstrate use of the recommended assistive computer technology with adequate level of proficiency that promotes success in learning and working environments.
    - **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 articulate their understanding of appropriate assistive technology that may be generalized to work environments.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

---

## Methods of Instruction

- **Laboratory**
  Practicing lessons daily after lecture and demonstration.
- **Lecture/Discussion**
  1.History of assistive computer technology a.Applications for people with disabilities b.Applications for modern educational, work, and home environments c.Handheld devices (e.g. smart phone, tablet computer, electronic speller) d.Looking into the future 2.Windows Ease of Access feature 3.ZoomText 4.Kurzweil 3000 5.Inspiration 6.Dragon Naturally Speaking 7.Smart phone/tablet applications/free educational websites that use same or similar technologies such as speech-to-text, text-to-speech, and magnification.

**Assignments**

**Other Assignments**

# MAKING THE CASE FOR MUSIC AS AN EDUCATIONAL TOOL

By Jerrilyn Stover, M.A.

**Objective:** *To build competence with the basic features of the Kurzweil 3000 program including the use of keyboard shortcuts, use of study tools, defining words, multi-tasking, and creating potential exam questions as a means of improving comprehension.*

1. Retrieve the article titled “Making the Case for Music as an Educational Tool” by Jerrilyn Stover, M.A. from the class site on the portal and save to your flash drive.

1. Start the Kurzweil 3000 program, sign in, and open the article into the K3000 program.

1. Before reading the story, practice using some of the shortcuts keystrokes. Choose a couple of these shortcut keystrokes to continue using often so you can commit them to memory. Their use will speed up your work time!

1. Read the article. As you read, look up the following vocabulary words in the thesaurus and/or dictionary and create a sticky note on which you type (or copy/paste) the word and its meaning:
    a. correlations
    b. exemplifies
    c. neurons
    d. conjure
    e. baroque
    f. classical

1. Go to YouTube on the internet and listen to excerpts from the two musical pieces mentioned in the article.

1. Create a footnote in which you will create ***three*** potential exam questions. Choose from the following prompts for help in creating your exam questions:

| | | |
|---|---|---|
| a. What is… | Why did… | Explain… |
| b. Describe the… | Give an example of… | How does… |
| c. List the… | When did… | Who was… |

Now, go back into the article and copy/paste the text that partially or fully answers your questions. For this part of the lesson, put yourself in the role of an instructor who wants to create a test that will measure their students’ understanding of the concept.

1. Extract the sticky notes and footnote. Print and include in your portfolio.

---

**Methods of Evaluation**

- **Homework**
- **Laboratory Assignments**
- **Portfolio**

- **Skills Demonstrations/Performance Exam**

---

## Course Materials

**Software:**

1. *Kurzweil 3000.* Kurzweil Educational Systems, Version 13 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.
2. *Dragon Naturally Speaking.* Nuance Communications, Inc., Version 12 ed. Voice recognition software program that features text-to-speech capabilities.
3. *ZoomText.* aisquared.com, Version 10 ed. Fully adjustable screen magnifier with a powerful set of reading tools enabling total computer access. Operates with most software applications. Includes reading capability with enhancements for improved comprehension of documents, web pages, and email.
4. *Inspiration 9.* Inspiration Software, Inc., Version 9 ed. A visual mapping, outlining, and program to assist students in all phases of the writing process. Options include brainstorm ideas, structure thoughts, and visually communicate concepts to strengthen understanding. Promotes development of organizational structure for all writing tasks.

**Other:**

1. Training manuals provided by the High Tech Training Center Unit. The High Tech Center Training Unit of the California Community Colleges is a state of the art training and support facility for community college faculty and staff wishing to acquire or improve teaching skills, methodologies, and pedagogy in Assistive Computer Technology, Alternate Media and Web Accessibility. The HTCTU supports High Tech Center programs at one-hundred and fourteen community colleges and satellite centers. More than ten thousand students with disabilities are enrolled in High Tech Center programs state-wide. http://www.htctu.net/

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** LEARN 175
**Full Course Title:** Workforce Mathematics
**Short Title:** Workforce Math
**TOP Code:** -
**Effective Term:** Fall 2013

## Course Standards

**Course Type:** Credit - Not Degree Applicable
**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:** Pass/No Pass Only

## Minimum Qualifications for Instructors

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

## Course Description

Designed for students with learning differences and a history of difficulty in mathematics. Review of basic math skills in preparation for the workforce and/or career technical education. Emphasis on math calculations and situational word problems encountered in vocational employment. Recommendation: Basic reading/writing skills, familiarity with computers, and a readiness for college participation.

## Content

#### Course Lecture Content

1. Review and practice basic mathematics
    a. Whole numbers
    b. Measurement
    c. Fractions
    d. Mixed numbers
    e. Decimals and percentages
2. Study strategies for learning math concepts and memorizing math facts
3. Set-up and solve situational word problems
4. Use of handheld technology and educational websites
5. Monitor personal finances

6. Collaborative work groups
    a. Group and individual responsibilities
    b. Effective communication
    c. Overcoming obstacles
7. Strategies for successful employment
    a. Essential skills
    b. Work ethic
    c. Personal attributes

---

### Objectives

1. Perform computations involving whole numbers, fractions, decimals, and percentages, and solve work-related word problems. ****Requires Critical Thinking****
2. Develop skills in recall of basic math facts through use of memory and strategies.
3. Demonstrate use of handheld technical devices such as ten key machine and calculator.
4. Write and solve two-step situational word problems. ****Requires Critical Thinking****
5. Develop system for management of personal finances. ****Requires Critical Thinking****
6. Identify characteristics of successful collaborative work groups.
7. Identify the essential skills, conduct, and personal attributes that contribute to work success.

---

### Student Learning Outcomes

1. At the conclusion of this course, students will be able to perform basic computations with whole numbers applicable to problem solving in personal, educational, and work force environments.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. At the conclusion of this course, students will be able to identify employability characteristics typically required for entry level position in modern work environments.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
3. At the conclusion of this course, students will be able to describe their preferred learning style and three study strategies helpful in learning new math concepts.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **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.

---

### Methods of Instruction

- **Laboratory**
  Computer enhanced instruction. Partner and small group practice. Collaboration on in-class assignments.
- **Lecture/Discussion**
  Lecture, demonstration, and instructor-led practice.

---

## Assignments

**Other Assignments**

Complete learning style survey and develop individualized program of study that promotes learning concepts in basic math and memorizing basic math facts.

Create situational word problems involving basic math computations. Prepare to present to class, and demonstrate process of solving problem.

---

## Methods of Evaluation

- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Participation**
- **Problem Solving Exercises**
- **Quizzes**

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## Course Materials

**Textbooks:**

1. Contemporary. *Workplace Skills Applied Mathematics,* 1 ed. McGraw Hill Education, 2010, ISBN: 978-0076574810
   **Equivalent text is acceptable**
2. Development Team: Gaudet, Volpe, Bohart. *Basic Arithmetic Student Workbook,* 2 ed. Scottsdale Community College, Creative Commons Attribution-ShareAlike 3.0-Unported license, 2016, ISBN: none
   **Equivalent text is acceptable**

**Other:**

1. Use of Khan Academy (www.khanacademy.org) to augment classroom learning and for individualized practice.

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** LEARN 515
**Full Course Title:** Academic Strategies
**Short Title:** Academic Strategies
**TOP Code:** -
**Effective Term:**

## Course Standards

**Course Type:** Noncredit
**Total contact hours in class:** 36.0
**Lecture hours:** 36.0

## Minimum Qualifications for Instructors

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

## Course Description

Designed especially for students with disabilities and others who have difficulty learning by traditional methods. Opportunity provided for self-analysis, acquisition, and application of learning strategies through a hands-on approach with guided practice. Strategies include: time management, organization, memory, listening, note taking, textbook reading, and test preparation. Emphasis on self-advocacy and use of appropriate accommodations including assistive technology. Recommendation: Basic reading/writing skills, familiarity with computers, and a readiness for college participation.

## Content

### Course Lecture Content

1. On campus resources (Library, DSPS, EOPS, Counseling, tutoring centers, etc.)
2. Learning styles, self-assessment surveys, and understanding learning disabilities
3. Cognitive processes
4. Time management and organizational strategies that enhance learning
5. Outlining and note taking techniques
6. Textbook reading strategies
7. Memory strategies
8. Assistive computer technology
9. Exam strategies and management of test anxiety
10. Management of disabilities
11. Maintaining health and wellness

## Objectives

1. Develop an understanding of the personal and social issues of adults with disabilities and their impact on career and college. ****Requires Critical Thinking****

2. Build familiarity with college and community resources such as tutoring centers, computer labs, literacy programs, social services, etc. that support academic endeavors and career choice.

3. Develop skills in managing disabilities including use of academic accommodations, building self-advocacy skills, acknowledging individual strengths/weaknesses, setting reasonable goals, etc. ****Requires Critical Thinking****

4. Develop individualized academic strategies that enhance study skills including time management, reading textbooks, creating outlines, taking notes, memory and retention, taking tests, reducing test anxiety, etc. ****Requires Critical Thinking****

5. Develop a plan to apply academic strategies to subsequent career technical training or college coursework. ****Requires Critical Thinking****

---

## Student Learning Outcomes

1. At the conclusion of this course, students will be able to describe their preferred learning style and three learning strategies that complement it.
    - **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.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. At the conclusion of their course, students will be able to identify three strategies for reading college textbooks that promote comprehension and retention of material.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
3. At the conclusion of this course, students will be able to create a study plan in preparation for exams with appropriate follow-up activities.
    - **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.

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## Methods of Instruction

- **Lecture/Discussion**
  Instructor lecture and follow-up class discussion. Guest speakers with follow-up class discussion. Group presentations to class.
- **Other**
  Small group learning. Collaborative work projects. Role play/role modeling

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## Assignments

**Reading Assignments**
Read a chapter in the text and respond to a prompt in a written journal entry. Prepare to discuss in small groups.
**Other Assignments**
Complete a self-survey on multiple intelligences and complete a summary sheet of what was learned, perception of accuracy, and how the information can be applied to the student's current educational situation.

---

## Methods of Evaluation

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

---

## Course Materials

**Textbooks:**

1. Thomas Frank. *10 Steps to Earning Awesome Grades (while studying less),* 1 ed. (Unkown) available on Amazon in both book and electronic format, 2016, ISBN: 978-1517004446
   **Equivalent text is acceptable**
2. Cynthia C. Muchnick. *The Everything Guide to Study Skills--Strategies, Tips, and Tools You Need to Succeed in School,* 1 ed. Adams Media, Avon Mass, 2011, ISBN: 978-1440507441
   **Equivalent text is acceptable**

**Other:**

1. Free educational websites
2. Instructor generated materials
3. Electronic self-surveys and reports

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# Yuba Community College District

Yuba College Course Outline

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### Course Information

**Course Number:** LEARN 518
**Full Course Title:** Workforce Reading and Writing Skills
**Short Title:** Workforce Skills
**TOP Code:** -
**Effective Term:**

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### Course Standards

**Course Type:** Noncredit
**Total contact hours in class:** 90.0
**Lecture hours:** 36.0
**Lab hours:** 54.0

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### Minimum Qualifications for Instructors

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

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### Course Description

Designed for students with disabilities, learning differences, and/or a history of difficulty developing reading/writing skills. Review of basic skills in written language in preparation for entering the workforce. Emphasis on building competency in reading comprehension and writing proficiency typically needed for success in vocational and/or entry level employment. May incorporate use of assistive computer technology. Recommendation: Basic reading/writing skills, familiarity with computers, and a readiness for college participation.

---

### Content

**Course Lecture Content**
Essential computer skills

1. Word processing
2. Internet use
3. Assistive computer technology

- Reading comprehension

1. Strategies for "active" reading
2. Main idea and details
3. Conclusions and inference

- Writing skills

1. Pre-writing activities
2. Organization and logic
3. Mechanics of writing

- Working in collaborative groups

1. Individual and group responsibilities
2. Effective communication
3. Overcoming obstacles

- Successful employment

1. Essential skills
2. Work ethic
3. Personal attributes

---

### Objectives

1. Read short passages, summarize information, and draw logical conclusions. ****Requires Critical Thinking****
2. Write short passages containing sentences of syntactic variety with correct spelling, word usage, and punctuation in response to a written prompt. ****Requires Critical Thinking****
3. Build basic word processing skills through completion of written assignments.
4. Build basic use of internet for research and communication. ****Requires Critical Thinking****
5. Learn uses of appropriate assistive computer technology to increase efficiency in completing reading/writing tasks.
6. Learn ways to develop and maintain an effective communication climate between individuals and within collaborative work groups. ****Requires Critical Thinking****

---

### Student Learning Outcomes

1. At the conclusion of this course, students will be able to demonstrate basic reading comprehension of short passages by summarizing the information in own words.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **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. At the conclusion of this course, students will be able to demonstrate the ability to write a response to a prompt using correct spelling, punctuation, word usage, and sentence structure.
    - **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.
3. At the conclusion of this course, students will be able to describe personal attributes and essential skills that promote successful employment.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **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.

---

## Methods of Instruction

- **Laboratory**
  Computer instruction and practice. Small group learning. Collaborative work projects. Role play.
- **Lecture/Discussion**
  Instructor lecture with follow-up class discussion. Guest lectures with follow-up class discussion.

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## Assignments

**Reading Assignments**
Students are given an article to read independently, respond to a prompt in their class journal, and prepare to discuss in small groups.
**Writing Assignments**
Students are asked to independently generate a list of 10 workplace rules and prepare to work in small groups to compare lists, discuss rules, formulate a final group list, and present to class.

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## Methods of Evaluation

- **Oral Tests/Class Performance**
- **Participation**
- **Portfolio**
- **Quizzes**

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## Course Materials

**Textbooks:**

1. Contemporary. *Workplace Skills Reading for Information,* 1 ed. McGraw Hill Education, 2010, ISBN: 987-0076555741
   **Equivalent text is acceptable**

**Other:**

1. There are abundant educational websites on the internet that can supplement the textbook and provide information in additional formats that may be more accessible to students with differing learning styles.
2. Instructor generated materials.

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** LEARN 551
**Full Course Title:** Academic Evaluation
**Short Title:** Academic Eval
**TOP Code:** -
**Effective Term:**

## Course Standards

**Course Type:** Noncredit
**Total contact hours in class:** 18.0
**Lecture hours:** 18.0

## Minimum Qualifications for Instructors

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

## Course Description

Designed for students who wish to better understand their individual spectrum of learning aptitudes including current achievement levels. Eligibility for academic accommodations may be considered based on testing information using step-by-step guidelines mandated by the California Community College system. Grades are P/NP.

## Content

### Course Lecture Content

1. Orientation to DSPS program
2. Learning disabilities intake screening interview
3. Informative/instructional materials for student review and future discussion
4. Measured achievement component
    a. Word reading
    b. Sentence comprehension
    c. Calculation
    d. Math reasoning
    e. Spelling
5. Ability component
    a. Verbal comprehension
    b. Perceptual organization
    c. Working memory
    d. Processing speed
6. Post-evaluation consultation
    a. CCC Chancellor's Office Learning Disabilities Eligibility Model
    b. Academic accommodations/support services
    c. Learning and study strategies

d. Self-advocacy strategies
e. Assistive computer technology
f. Campus/community resources
g. Academic Accommodation Plan

**Course Lab/Activity Content**
not applicable

---

## Objectives

1. Develop an understanding of individual academic strengths/weakness and disability-related educational/functional limitations. ****Requires Critical Thinking****

2. Explore academic accommodations within individual education/functional limitations. ****Requires Critical Thinking****

3. Identify strong individual learning modalities and evaluate effectiveness of learning/studying strategies. ****Requires Critical Thinking****

4. Explore specific assistive computer technologies/technical aids used in mitigation of individual limitations and as learning enhancements. ****Requires Critical Thinking****

5. Assist Learning disability Specialist is development of individual Academic Accommodation Plan. ****Requires Critical Thinking****

6. Exercise self-advocacy practices when communicating with college faculty and staff. ****Requires Critical Thinking****

---

## Student Learning Outcomes

1. Upon completion of this course, students will articulate a basic understanding of individual learning styles.
    - **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, identify individual cognitive strengths and weaknesses.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
3. Upon completion of this course, students will identify appropriate interventions for education and work environments.
    - **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.

---

## Methods of Instruction

- **Lecture/Discussion**
  Small group discussions, guest lectures, video and follow-up discussion
- **Other**
  Demonstrations of assistive computer technology

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## Assignments

**Reading Assignments**
Students will read class handouts and prepare to discuss in class.
**Writing Assignments**

Students are required to complete a Learning Disabilities intake booklet and bring to class for consultation with instructor.

## Methods of Evaluation

- **Participation**
- **Other**
  Complete assessment components

## Course Materials

**Textbooks:**

1. Johnson, Kendra and Hines, Trudie. *100 Things Every College Student with a Disability Ought to Know,* Cambridge-Strafford Study Skills Institute, 2010, ISBN: 093563732X
   **Equivalent text is acceptable**

**Other:**

1. Assessment materials and instruments authorized in the California Community Colleges Chancellor's Office Learning Disabilities Eligibility Model.

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** LEARN 555
**Full Course Title:** Beginning Assistive Computer Technology
**Short Title:** Beg Assis CompTech
**TOP Code:** -
**Effective Term:**

## Course Standards

**Course Type:** Noncredit
**Total contact hours in class:** 72.0
**Lecture hours:** 18.0
**Lab hours:** 54.0

## Minimum Qualifications for Instructors

- Education (Masters Required) **Or**
- Learning Assistance (Masters Required) **Or**
- 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.

## Conditions of Enrollment

#### Course is Open Entry/Open Exit

## 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

---

## 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.

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## Methods of Instruction

- **Laboratory**
  Student 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.

## Assignments

### Other Assignments

***Objective: To use Kurzweil 3000 to read an article on the web and answer comprehension questions using the fill-in-the-blanks feature.***

1. Think about what you already know about the Donner Party. Try to recall general as well as specific information about this important American historical event.

   _____
   _____
   _____
   _____
   _____

1. Create at least **seven** good questions about the Donner Party you would like to have answered by reading an educational article on the internet. You may use the journalistic prompt words (who, what, where, why, how) to help write your questions.
   a. _____
      _____
   b. _____
      _____
   c. _____
      _____
   d. _____
      _____
   e. _____
      _____
   f. _____
      _____
   g. _____
      _____

1. Open Kurzweil 3000 and click the Web icon in the top toolbar. After the internet loads, type in the following web address: www.legendsofamerica.com/ca-**donnerparty**.html

1. Read the article and look up the definitions of words you may not know or aren't sure about. Here are some suggestions of challenging words I found in the article:

*Ironically* *impassable* *arduous* *adamantly* *consumption* *grueling*

*Banish* *retraced* *meager* *dispatched* *grisly* *heeding*

1. While reading the article, take some notes in a new document using either Kurzweil 3000 or MSWord. Include some general information as a few facts, dates, and word definitions in your notes.

1. Also while reading this web article, click on a few of the links (underlined in blue) for more information. The links take you to another internet website. Use the Kurzweil 3000 to read the additional material and use the back arrow (upper left side of the monitor screen) to get back to the main article.

1. After reading the article, try to answer the questions you created at the beginning of this lesson using the information you learned. Have fun with this—you'll be pleasantly surprised how many of your questions you'll be able to answer! Fill in your answers below:
   a. Question One
      _____
      _____
   b. Question Two
      _____
      _____
   c. Question Three
      _____

d. Question Four
_____
_____
_____
e. Question Five
_____
_____
_____
f. Question Six
_____
_____
_____
g. Question Seven
_____
_____
_____

Donner Party survivors who settled in Marysville and what became of them:

Mary Murphy was one of the Donner Party rescued during the First Relief, being age 13 at the time. A few months following her rescue, she married the part owner of Johnson's Ranch – William Johnson. They were divorced due to "extreme cruelty", and she then married Charles Covillaud. Mr. Covillaud purchased land which he then called Marysville, naming it after his wife. Mary Murphy Johnson Covillaud died in 1867.

William Murphy was also rescued by the First Relief at age 11. After he attended law school in Missouri, he then practiced law in Nevada. He was the Marysville City Attorney in 1880.

The second oldest Murphy daughter, Harriet Frances, survived the "Snowshoe Party" at age 21. She was married to M.C. Nye in 1847, and settled in Marysville. She was born May 8, 1828 and died Aug 31, 1870.

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## Methods of Evaluation

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

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## Course Materials

**Textbooks:**

1. Jennifer Duffy. *Microsoft Office 365, WORD 2016, Illustrated course Guide,* Cengage Learning, 2017, ISBN: 978-1-305-87854-9

**Software:**

1. *Kurzweil 3000.* Kurzweil Educational Systems, 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

### Course Information

**Course Number:** LEARN 556
**Full Course Title:** Intermed Assist Computer Tech
**Short Title:** Inter Asst Com Tech
**TOP Code:** -
**Effective Term:**

### Course Standards

**Course Type:** Noncredit
**Total contact hours in class:** 72.0
**Lecture hours:** 18.0
**Lab hours:** 54.0

### Minimum Qualifications for Instructors

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

### Course Description

Designed for students with disabilities in need of assistive computer technology to ensure equal access to college materials and improved efficiency on academic tasks. Prepares student for independent use of current technologies available in college computer labs, modern work environments, and personally adapted home computer systems. Recommendation basic reading/writing skills and familiarity with computers.

### Conditions of Enrollment

#### Course is Open Entry/Open Exit

### Content

#### Course Lecture Content

1. History of assistive computer technology
    a. Applications for people with disabilities
    b. Applications for modern educational, work, and home environments
    c. Handheld devices (e.g. smart phone, tablet computer, electronic speller)
    d. Looking into the future

2. Windows Ease of Access feature
3. ZoomText
4. Kurzweil 3000
5. Inspiration
6. Dragon Naturally Speaking
7. Sonocent Audio Notetaker
8. Smart phone/tablet applications/free educational websites that use same or similar technologies such as speech-to-text, text-to-speech, and magnification.

**Course Lab/Activity Content**
Complete assignments daily after lectures and demonstration. Additional and newer software programs added to the curriculum, free apps on tablets/smartphones as well as the traditional Assistive Computer Technology (ACT) will require more time in a lab setting for students to practice and become proficient with the (ACT) being presented.

---

## Objectives

1. Use knowledge and experience to evaluate the effectiveness of specific assistive computer technologies in mitigating disability-related academic and functional limitations. ****Requires Critical Thinking****

2. Access internet resources for advanced training, staying aware of technological advances, and building computer expertise that ensures a smooth transition to new technologies as they are developed. ****Requires Critical Thinking****

3. Use recommended assistive computer technologies applicable to student's disability-related limitations with efficiency and limited assistance.

---

## Student Learning Outcomes

1. Students will use the recommended assistive computer technology with adequate level of proficiency that promotes success in learning and working environments.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

---

## Methods of Instruction

- **Laboratory**
  Practicing lessons daily after lecture and demonstration.
- **Lecture/Discussion**
  1.History of assistive computer technology a.Applications for people with disabilities b.Applications for modern educational, work, and home environments c.Handheld devices (e.g. smart phone, tablet computer, electronic speller) d.Looking into the future 2.Windows Ease of Access feature 3.ZoomText 4.Kurzweil 3000 5.Inspiration 6.Dragon Naturally Speaking 7.Smart phone/tablet applications/free educational websites that use same or similar technologies such as speech-to-text, text-to-speech, and magnification.

---

## Assignments

**Other Assignments**

See Uploaded file:

Music Article Lesson

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## Methods of Evaluation

- **Homework**
- **Laboratory Assignments**
- **Portfolio**
- **Skills Demonstrations/Performance Exam**

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## Course Materials

**Software:**

1. *Kurzweil 3000.* Kurzweil Educational Systems, 15 ed. Facilitates the reading process by encouraging “active” reading practices. Offers tools for enhancement of reading comprehension including on board dictionary, highlighting and note taking options, a word prediction feature, and ability to extract annotations for use as study guides.
2. *Dragon Naturally Speaking.* Nuance Communications, Inc., Version 13 or updated versions ed. Voice recognition software program that features text-to-speech capabilities
3. *Inspiration 9.* Inspiration Software, Inc., Version 9 ed. Voice recognition software program that features text-to-speech capabilities
4. *Zoomtext.* aisquared.com, 10 ed. Fully adjustable screen magnifier with a powerful set of reading tools enabling total computer access. Operates with most software applications. Includes reading capability with enhancements for improved comprehension of documents, web pages, and email.

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** LEARN 575
**Full Course Title:** Workforce Mathematics
**Short Title:** Workforce Math
**TOP Code:** -
**Effective Term:**

## Course Standards

**Course Type:** Noncredit
**Total contact hours in class:** 90.0
**Lecture hours:** 36.0
**Lab hours:** 54.0

## Minimum Qualifications for Instructors

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

## Course Description

Designed for students with learning differences and a history of difficulty in mathematics. Review of basic math skills in preparation for the workforce and/or career technical education. Emphasis on math calculations and situational word problems encountered in vocational employment. Recommendation: Basic reading/writing skills, familiarity with computers, and a readiness for college participation.

## Content

**Course Lecture Content**
Review and practice basic mathematics

1. Whole numbers
2. Measurement
3. Fractions
4. Mixed numbers
5. Decimals and percentages

- Study strategies for learning math concepts and memorizing math facts
- Set-up and solve situational word problems
- Use of handheld technology and educational websites
- Monitor personal finances
- Collaborative work groups

1. Group and individual responsibilities
2. Effective communication

3. Overcoming obstacles

- Strategies for successful employment

1. Essential skills
2. Work ethic
3. Personal attributes

---

## Objectives

1. Perform computations involving whole numbers, fractions, decimals, percentages, and solve work-related word problems. ****Requires Critical Thinking****
2. Develop skills in recall of basic math facts through use of memory and strategies.
3. Demonstrate use of handheld technical devices such as ten key machine and calculator.
4. Write and solve two-step situational word problems. ****Requires Critical Thinking****
5. Develop system for management of personal finances. ****Requires Critical Thinking****
6. Identify characteristics of successful collaborative work groups.
7. Identify the essential skills, conduct, and personal attributes that contribute to work success.

---

## Student Learning Outcomes

1. At the conclusion of this course, students will be able to perform basic computations with whole number applicable to problem solving in personal, educational, and work force environments.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. At the conclusion of the course, students will be able to identify employability characteristics typically required for entry level position in modern work environments.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **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**
  Computer enhanced instruction. Partner and small group practice. Collaboration on in-class assignments.
- **Lecture/Discussion**
  Lecture, demonstration, and instructor-led practice.

---

## Assignments

#### Other Assignments

Complete learning style survey and develop individualized program of study that promotes learning concepts in basic math and memorizing basic math facts.

Create situational word problems involving basic math computations. Prepare to present to class and demonstrate process of solving problem.

---

## Methods of Evaluation

- **Exams**
- **Homework**
- **Participation**
- **Problem Solving Exercises**
- **Quizzes**

---

## Course Materials

**Textbooks:**

1. Contemporary. *Workplace Skills Applied Mathematics,* 1 ed. McGraw Hill Education, 2010, ISBN: 978-0076574810
   **Equivalent text is acceptable**
2. Development Team: Gaudet, Volpe, Bohart. *Basic Arithmetic Student Workbook,* 2 ed. Scottsdale Community College, Creative Commons Attribution-ShareAlike 3.0-Unported license, 2016, ISBN: none
   **Equivalent text is acceptable**

**Other:**

1. Use of Khan Academy (www.khanacademy.org) to augment classroom learning and for individualized practice.

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** GNBUS 5
**Full Course Title:** Introduction To Supervision
**Short Title:** Intro Supervisn
**TOP Code:** 0506.00 - Business Administration and Management, General*
**Effective Term:** Fall 2010

## Course Standards

**Course Type:** Credit - Degree Applicable
**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

- Business (Masters Required)

## Course Description

Introduction to the role of the supervisor and understanding of the basic fundamentals of supervision. A practical course designed for the potential working supervisor. (L)

## Conditions of Enrollment

### Advisories

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

## Content

### Course Lecture Content

1. The leadership role of the supervisor in the total management environment.
2. The supervisor's challenges for the 21st Century.
3. The supervisor's job in planning, controlling, and problem solving.
4. The supervisor as a leader in organizing, staffing and employee development.
5. The responsibilities of a supervisor in stimulating, motivating employees and group performance.
6. The supervisor's ability to cope with workplace dynamics.
7. The personal development of the supervisor.

## Objectives

1. Analyze the supervisor's role related to management functions. ****Requires Critical Thinking****
2. Evaluate attitudes, human needs and motivation of subordinates.
3. Synthesize aspects of group dynamics.
4. Define different leadership styles and how and when to use them. ****Requires Critical Thinking****
5. Analyze the process of selection and training employees.
6. Evaluate safety, security and health factors for subordinates. ****Requires Critical Thinking****

---

## Student Learning Outcomes

1. Students will be able to analyze and develop a process of selection and training employees.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Students will be able to outline steps to evaluate safety, security and health factors for subordinates.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Student's will be able to analyze the supervisor's role related to management functions.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

---

## Methods of Instruction

- **Lecture/Discussion**
  Lecture on each chapters topic. Discuss with class application to real-world scenarios.

---

## Assignments

**Reading Assignments**
Read chapter 9 pages ? to ?.
**Writing Assignments**
Write a two page process paper on the steps to hire and train new employees.
**Other Assignments**
Prepare and give a 5 minute presentation in class on the hiring process.

---

## Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Oral Tests/Class Performance**
- **Participation**
- **Skills Demonstrations/Performance Exam**
- **Other**
  Problem solving

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## Course Materials

**Textbooks:**

1. Robbins. *Supervision Today,* 8th ed. Prentice Hall, 2015, ISBN: 978-0133884869
   **Equivalent text is acceptable**

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** GNBUS 6
**Full Course Title:** Principles of Management
**Short Title:** Prin Management
**TOP Code:** -
**Effective Term:** Spring 2009

## Course Standards

**Course Type:** Credit - Degree Applicable
**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

- Business (Masters Required)

## Course Description

Managerial and organizational theory and practice; planning, organizing, influencing and controlling. Focusing on the role, functions, and responsibilities of management in a contemporary organization.

## Conditions of Enrollment

#### Advisories

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

## Content

#### Course Lecture Content

1. Management Careers
2. History of management
3. Organizational objectives
4. Fundamentals of planning
5. Strategies and tactics
6. Decision making
7. Organizational structure
8. Organizing groups
9. Human resources

10. Change and stress
11. Communication
12. Leadership
13. Motivation
14. Dynamics
15. Principles of control
16. Production management and control
17. Management information system
18. Social responsibility and ethics
19. International management
20. Management skills of the future

---

## Objectives

1. Analyze the history and background of management principles.
2. Define the various aspects of planning function.
3. Apply the decision making process
4. Define the various organizational structures found in contemporary organizations.
5. Evaluate influencing and how it relates to management
6. Compare types of controls used in management
7. Discuss social responsibility and ethics related to management
8. Analysis of the history and background of management principles. ****Requires Critical Thinking****
9. Decision making. ****Requires Critical Thinking****
10. Evaluation of influencing and how it relates to management. ****Requires Critical Thinking****
11. Understand the importance of social responsibility and ethics related to management. ****Requires Critical Thinking****

---

## Student Learning Outcomes

1. Students will be able to understand and discuss social responsibility and ethics related to management.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
2. Students will be able to develop and define the various aspects of planning function.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Students will be able to discuss and evaluate influencing and how it relates to management.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

---

## Methods of Instruction

- **Lecture/Discussion**

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## Assignments

**Reading Assignments**
Read chapter on principles of management in the modern era.
**Writing Assignments**
Write a 3 page paper on modern day management principles.

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## Methods of Evaluation

- **Exams**
- **Oral Tests/Class Performance**
- **Participation**
- **Other**
  Case studies

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## Course Materials

**Textbooks:**

1. Lussier. *HUMAN RELATIONS IN ORGANIZATIONS ,* 10th ed. McGraw-Hill, 2016, ISBN: 978-0077720568

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** GNBUS 60
**Full Course Title:** General Office Procedures
**Short Title:** Gen Office Proced
**TOP Code:** 0514.00 - Administrative Assistant and Secretarial Science, General*
**Effective Term:** Fall 2016

## Course Standards

**Course Type:** Credit - Degree Applicable
**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 or Pass/No Pass

## Minimum Qualifications for Instructors

- Office Technologies

## Course Description

Skills and procedures necessary in an automated office. Office information systems, including technology and procedures, telecommunications, information processing, mail and phone systems, time management, public relations, human relations skills, and ethics. Not open for credit to students with credit in OA60L.

## Conditions of Enrollment

Satisfactory completion of: GNBUS 55A or OA 15A

### Advisories

- **Language - recommended eligibility for English 1A**
  ...
- **Mathematics - recommended eligibility for Math 52**
  ...

## Content

### Course Lecture Content

1. The 21st Century Office
    a. The changing workplace
    b. Working effectively with teams
    c. Controlling time and stress

    d. Behaving ethically in the workplace
    e. Developing interpersonal skills
    f. Identify ethical behavior and consequences of unethical behaviors
2. Develop technical skills to work successfully with
    a. Reprographics
    b. Virtual situations
    c. The communication process
3. Developing and understanding and skills in:
    a. Written communication
    b. Telecommunication skills
    c. Handling office mail

---

## Objectives

1. Analyze impact and application of telecommunications in an office environment

2. Analyze impact of office environment and ergonomics on worker productivity.

3. Identify tools of an electronic office and compare their impact on office productivity. Apply knowledge of and proficiency in automated office skills by completing a variety of assignments. Compose a variety of business documents according to proper business format.

4. Describe important principles relating to public relations and proper working relationships in an office environment.

5. Identify ethical and unethical behavior in the business environment.

6. Prepare a procedures binder containing specific information related to career choice, job competencies, and office management, Includes relevant information from each area mentioned in the course outline. ****Requires Critical Thinking****

---

## Student Learning Outcomes

1. Student will be able to describe important principles relating to public relations and proper working relationships in an office environment.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. The student will be able to correctly identify the impact and application of telecommunications in an office environment
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
3. Students will be able to identify ethical and unethical behavior in the business environment.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

---

## Methods of Instruction

- **Lecture/Discussion**
  Presentation of chapter topics and discussion on application to modern day, real-world scenarios within the office environment.
- **Other**
  Group projects

---

## Assignments

**Reading Assignments**
Read part III on Communication Essentials
**Writing Assignments**
Draft a 3 page paper on verbal communication and presentations.
**Other Assignments**

Typical assignments for GNBUS60:

- Bank statement reconciliation
- Appointment scheduling
- Tickler file
- Telecommunication techniques
- Customer and public service
- Case studies for topics covered

The major project for the class is to prepare a procedures binder that includes categories such as document formats, vocabulary and grammar, and general office procedures of various duties. The binder then serves as a portfolio for students to take with them on job interviews.

---

## Methods of Evaluation

- **Exams**
- **Homework**
- **Participation**
- **Portfolio**
- **Problem Solving Exercises**
- **Research Project**

---

## Course Materials

**Textbooks:**

1. Fulton-Calkins. *Procedures and Theory for Administrative Professionals,* 7th ed. Stultz, 2013, ISBN: 978-1-111-57586-1
   **Equivalent text is acceptable**

**Software:**

1. *Microsoft Word.* Microsoft, 2016 ed. Word processing software

**Other:**

1. Class Projects

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** GNBUS 61
**Full Course Title:** Advanced Office Procedures
**Short Title:** Adv Office Proced
**TOP Code:** -
**Effective Term:** Fall 2016

## Course Standards

**Course Type:** Credit - Degree Applicable
**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

- Office Technologies

## Course Description

Develop and apply advanced level of principles, knowledge, and skills necessary for the proper operation of the automated office. Emphasis is placed on higher level administrative assistant skills such as analysis, communication, decision-making, and supervision principles. Not open for credit to students with credit in OA61L.

## Conditions of Enrollment

Satisfactory completion of: GNBUS 55A or OA 15A

### Advisories

- **Language - recommended eligibility for English 1A**
  .
- **Mathematics - recommended eligibility for Math 52**
  .

## Content

### Course Lecture Content

1. Research and Organization Functions:
    a. Collecting business information
    b. Presenting statistical information

    c. Report writing, preparation of procedures, speeches and publications
2. Travel and Conference Planning Functions:
    a. Travel arrangements
    b. Meetings and Conferences
3. Financial Procedures:
    a. Financial Responsibilities
    b. Stocks and Bonds
    c. Processing investment and insurance documents
    d. Processing payroll and tax documents
4. Placement and Advancement:
    a. Securing employment
    b. Planning for professional future
    c. Fulfilling the office professional role
    d. Supervisory Principles

---

## Objectives

1. Assist in the collection of business and related information and data.
2. Analyze business information and data obtained through statistical research.
3. Prepare written reports, procedures, speeches and publications utilizing charts and graphs.
4. Make travel arrangements and organize small and large scale business conventions, conferences and meetings.
5. Process investment and insurance documents.
6. Handle financial responsibilities, and prepare payroll and tax documents.
7. Identify management and leadership skills and deal effectively with human relations
8. Solve case studies in real life problematic situations which require student to use critical thinking to find solutions. ****Requires Critical Thinking****

---

## Student Learning Outcomes

1. Students will be able to develop and apply an advanced level of principles, knowledge, and skills necessary for the proper operation of the automated/virtual office.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Students will be able to arrange and coordinate a large conference which includes planning, budgeting, logistics, research and all other functions associated with a conference.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Students will be able to identify the management and leadership skills which deal effectively with human relations.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

---

## Methods of Instruction

- **Lecture/Discussion**
  Presentation of chapter topics. Discussion and application to the office environment.
- **Other**

Case Studies

## Assignments

**Reading Assignments**
Read Part V: Professional Responsibilities and Growth
**Writing Assignments**
Create an event and plan the details of the event.
**Other Assignments**

Typical assignments for GNBUS61:

- Case studies involving a variety of topics including ethical situations
- Investments instruments
- Presentations
- Organization of meetings

The main project for this class is to arrange a major event such as a conference. Students must consider facility needs, location, budgeting, attendees, program, sponsors, and advertising for the event.

## Methods of Evaluation

- **Exams**
- **Homework**
- **Participation**
- **Portfolio**
- **Problem Solving Exercises**
- **Quizzes**
- **Research Project**

## Course Materials

**Textbooks:**

1. Fulton-Calkins,Stultz. *Procedures and Theory for Administrative Professionals,* 7th ed. Cengage, 2013, ISBN: 978-1-111-57586-1
   **Equivalent text is acceptable**

**Software:**

1. *Microsoft Word.* Microsoft, 2016 ed. word processing software

**Other:**

1. Class projects

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** GNBUS 7
**Full Course Title:** Entrepreneurship
**Short Title:** Entrepreneurship
**TOP Code:** 0506.00 - Business Administration and Management, General*
**Effective Term:** Fall 2008

## Course Standards

**Course Type:** Credit - Degree Applicable
**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

- Business (Masters Required)

## Course Description

Principles of establishing and managing a small business, including the preparation of a business plan; emphasis on goal-setting, types of business organizations, obtaining licenses and permits, financing options, accounting aspects, legal requirements, managing the enterprise, and other aspects in business entrepreneurship. Not open to students who have taken AG 14.

## Conditions of Enrollment

#### Advisories

- **Language - recommended eligibility for English 1A**
- **Mathematics - recommended eligibility for Math 52**

## Content

#### Course Lecture Content

1. The basics of entrepreneurship
    a. What is an entrepreneur?
    b. The benefits of entrepreneurship
    c. The potential drawbacks of entrepreneurship
2. Inside the entrepreneurial mind
    a. Creativity, innovation, and entrepreneurship

    b. Protecting your ideas
3. Strategic management and the entrepreneur
    a. Competitive advantage
    b. The strategic management process
4. Forms of business ownership and franchises
5. Buying an existing business
    a. Steps in acquiring a business
    b. Evaluating an existing business
    c. Methods for valuing the business
6. Crafting a winning business plan
    a. Why develop a business plan?
    b. The elements of a business plan.
    c. The benefits of a business plan
    d. Business plan format
7. Building a powerful marketing plan
    a. Guerrilla marketing plan
    b. Determining customer needs and wants
    c. Pinpointing the target market
    d. Marketing on the World Wide Web
8. Advertising and pricing for profit
    a. Advertising
    b. Pricing strategies
9. Managing cash flow
10. Creating a successful financing plan
    a. Basic financial statements
    b. Breakeven analysis
11. Sources of funds: debt and equity
12. Leading the growing company
    a. Hiring the right employees
    b. Building the right culture and structure

---

## Objectives

1. Identify the major principles of economics as they relate to entrepreneurship.

2. Identify their own strengths and weaknesses as they relate to entrepreneurship. ****Requires Critical Thinking****

3. Compare and contrast the different types of business organizations and identify the ideal business organization for a particular business. ****Requires Critical Thinking****

4. Identify the major areas of strategic management that affect the entrepreneurship.

5. Compare and contrast the advantages and disadvantages of buying an existing business versus starting a business from scratch. ****Requires Critical Thinking****

6. Identify the major personnel and financial management decisions used by an entrepreneurship.

7. Research the sources of funds available for debt and equity financing.

8. Identify a variety of different marketing techniques used in a small business.

9. Evaluate the different management styles that could be used in business. ****Requires Critical Thinking****

10. Develop a business plan for a business of your choice.

---

## Student Learning Outcomes

1. Students will be able to compare and contrast the advantages and disadvantages of buying an existing business versus starting a business from scratch.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Students will be able to develop a business plan for a business of their choice.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Students will be able to identify their own strengths and weaknesses as it relates to business ownership.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

---

## Methods of Instruction

- **Lecture/Discussion**

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## Assignments

**Reading Assignments**
Read chapter 2 on Ethics and Social Responsibility: Doing the right thing pages 59 to 93
**Writing Assignments**
Write a one page paper describing an ethical dilemma you personally dealt with describing how you handled the situation and after reading the chapter what you may have done differently.
**Other Assignments**
Present to the class an ethical dilemma and how best to resolve.

---

## Methods of Evaluation

- **Exams**
- **Homework**
- **Oral Tests/Class Performance**
- **Participation**
- **Quizzes**
- **Other**
  Business plan

---

## Course Materials

**Textbooks:**

1. Norman M. Scarborough. *Essentials of Entrepreneurship and Small Business Management,* 6th ed. Prentice Hall, 2011, ISBN: 9780136109594

**Other:**

1. Scantron Forms
2. Calculator

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** CHEM 18A
**Full Course Title:** Organic Chemistry for Health and Life Sciences
**Short Title:** O-Chem Life Sci
**TOP Code:** 1905.00 - Chemistry, General
**Effective Term:** Fall 2016

## Course Standards

**Course Type:** Credit - Degree Applicable
**Units:** 4.0
**Total class hours:** 216.0
  **Total contact hours in class:** 108.0
    **Lecture hours:** 54.0
    **Lab hours:** 54.0
  **Hours outside of class:** 108.0
**Repeatable:** No
**Grading Method:** Letter Grade Only

## Minimum Qualifications for Instructors

- Chemistry (Masters Required)

## Course Description

The first semester of a one-year course in organic chemistry designed for students planning professional school studies in health and life sciences. A rigorous, in-depth presentation of basic principles with emphasis on reaction mechanisms, multi-step synthesis, stereochemistry and spectroscopy and preparation and reactions of nonaromatic hydrocarbons, haloalkanes, reactions of alkenes and alkynes, alcohols, ethers and organometallic compounds. Reactions include SN1, SN2, E1 and E2.

## Conditions of Enrollment

Satisfactory completion of: CHEM 1B

### Advisories

- **Mathematics - recommended eligibility for Math 52**

## Content

### Course Lecture Content

Lecture

1. Covalent Bonding and Shapes of Molecules
2. Alkanes and Cycloalkanes

3. Stereoisomerism and Chirality
4. Acids and Bases
5. Alkenes: Bonding, Nomenclature, and Properties
6. Reactions of Alkenes
7. Alkynes
8. Haloalkanes, Halogenation, and Radical Reactions
9. Nucleophilic Substitution and Beta-Elimination
10. Alcohols
11. Ethers, Epoxides, and Sulfides
12. Infrared Spectroscopy
13. Nuclear Magnetic Resonance Spectroscopy
14. Mass Spectrometry
15. Introduction to Organometallic Compounds

**Course Lab/Activity Content**

Lab

1. Introduction to infrared spectroscopy
2. Introduction to microscale laboratory techniques
3. Melting and boiling point determination
4. Crystallization
5. Simple and fractional distillation of a two-component mixture
    a. Includes gas chromatographic analysis
6. Synthesis and analysis of t-pentylchloride
7. Examination of a two-component unknown
8. Oxidation of isoborneol to camphor
    a. Includes analysis of product using provided IR spectra.
9. Dehydration of 2-Methylcyclohexanol
    a. Analysis of product using provided IR, GC, and NMR spectra and by means of chemical tests and boiling point determination.

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## Objectives

1. Understand structure and bonding of organic molecules including sigma and pi bonds
2. Understand stereoisomerism and optical activity of organic molecules
3. Draw structural formulas for organic molecules
4. Name organic compounds of all classes and functional groups and their derivatives
5. Interpret molecular models of organic molecules and their conformations
6. Interpret infrared spectroscopy of organic molecules ****Requires Critical Thinking****
7. Interpret nuclear magnetic resonance spectroscopy of organic molecules via chemical shifts ****Requires Critical Thinking****
8. Understand preparation of aromatic and nonaromatic hydrocarbons, haloalkanes, alcohols and ethers
9. Predict reactions of aromatic and nonaromatic hydrocarbons, haloalkanes, alcohols and ethers ****Requires Critical Thinking****
10. Develop an understanding for the logic of organic experimental procedures: the logic of glassware design,

selecting the optimum equipment for a particular reaction or operation, why particular solvents and reaction conditions are used for a specific transformation planning and carrying out a variety of organic reactions, including safety considerations, especially Safety Data Sheet understanding and utilization. ****Requires Critical Thinking****

11. Develop skills in keeping a laboratory notebook as a record of what is done and when it was completed.

12. Demonstrate proficiency in using standard and microscale laboratory techniques including, but not limited to, recrystallization, distillation, phase-extraction, and melting-point/boiling-point determinations.

13. Synthesize, purify, and analyze by physical (m.p./b.p. determination), chemical (qualitative tests), and spectrscopic (IR, NMR, and GC spectral analysis) organic compounds such as alcohols and substituted aromatics.

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## Student Learning Outcomes

1. CSLO1: Mechanisms: Given the structure of reactant molecules, students will be able to predict the correct product(s) and provide an acceptable reaction mechanism. Focus on reactions of alkanes, alkenes alkynes, and alcohols.
2. CSLO2 Nomenclature: Students will provide an acceptable IUPAC name for a list organic molecule given the structure, or will correctly draw the structure given an approved IUPAC name. Focus on alkanes, alkenes, alkynes and alcohols.
3. CSLO3: Spectroscopy: Given spectroscopic data (IR, Mass Spectrometry and/or NMR), students will correctly identify the structure of an unknown compound.

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## Methods of Instruction

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

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## Assignments

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

Sample Exam 3 Question:

1. Propose a synthesis for **ONE**of the following:
    a. **3-chloro-2-methyl-2-pentanol** from 2-methylpentane **OR**
    b. **Butyronitrile ($CH_3CH_2CH_2CN$)** from propane.

The reagents you have at your disposal are $H_2$, Pd, $Br_2$, $Cl_2$, $H_2O$, $(CH_3)_3CONa$, $CH_3CH_2ONa$, HBr, ROOR, NaCN, and a light source.

Sample Final Exam Quesiton 1:

Show how to convert **1-propanol** and **diiodomethane** into racemic ***trans*-1-methyl-2-propylcyclopropane**. You must use 1-propanol and diiodomethane as the source of all carbon atoms in the target molecule.

Sample Final Exam Quesiton 2:

**Compound A**, $C_9H_{12}$ could be made to absorb 3 equivalents of hydrogen on catalytic reduction over a palladium catalyst to give **compound B**, $C_9H_{18}$. On ozonolysis, compound A gave, among other things, a ketone that was identified as cyclohexanone, (compound C) .On treatment with $NaNH_2$ in $NH_3$, followed by addition of iodomethane, compound A gave a new hydrocarbon, **compound D**, with formula $C_{10}H_{14}$. What are the structures of A, B, and D?

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## Methods of Evaluation

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

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## Course Materials

**Textbooks:**

1. Brown, Iverson, Anslyn, and Foote. *Organic Chemistry,* 8th ed. -Brooks/Cole Cengage Learning, 2018, ISBN: 978-1-305-58035-0
   **Equivalent text is acceptable**

**Manuals:**

1. Pavia, Lampman, Driz, Engel. *Introduction To Organic Laboratory Techniques A Microscale Approach,* 3rd ed. Thomson Brooks/Cole, 1999, ISBN: 10:0-03-023848-X
   **Equivalent text is acceptable**

**Other:**

1. Student Solution manual; Lab/Discussion Supplementary Booklet-YCCD Bookstore or equivalent
2. Molecular Models: Maruzen HGS Set for Organic Chemistry
3. Fire-Resistant Lab Coat
4. OSHA approved Safety Goggles
5. Instructor Designed supplementary Lab Manual
6. Student Note Packet

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** CHEM 18B
**Full Course Title:** Organic Chemistry for Health and Life Sciences
**Short Title:** O-Chem Life Sci
**TOP Code:** 1905.00 - Chemistry, General
**Effective Term:** Fall 2016

## Course Standards

**Course Type:** Credit - Degree Applicable
**Units:** 4.0
**Total class hours:** 216.0
  **Total contact hours in class:** 108.0
    **Lecture hours:** 54.0
    **Lab hours:** 54.0
  **Hours outside of class:** 108.0
**Repeatable:** No
**Grading Method:** Letter Grade Only

## Minimum Qualifications for Instructors

- Chemistry (Masters Required)

## Course Description

A continuation of CHEM 18A. Designed for students planning professional school studies in health and life sciences with emphasis on reactions of aromatic hydrocarbons; aldehydes and ketones; the preparation, reactions and identification of carboxylic acids and their derivatives; alkyl and acyl amines; ß-dicarbonyl compounds; and various classes of naturally occurring, biologically important compounds.

## Conditions of Enrollment

Satisfactory completion of: CHEM 18A

## Content

### Course Lecture Content

Lecture:

1. Aldehydes and Ketones
2. Carboxylic acids
3. Functional Derivatives of Carboxylic Acids
4. Enolate Anions and Enamines
5. Dienes, Conjugates Systems, and Pericyclic Reactions
6. Benzene and Aromaticity

7. Reactions of Benzene and its Derivatives
8. Amines
9. Catalytic Carbon-Carbon Bond Formation
10. Carbohydrates
11. Lipids
12. Amino Acids and Proteins
13. Nucleic Acids

**Course Lab/Activity Content**

Lab:

1. Water Mediated Wittig Reaction
2. Identification of an unknown aldehyde or ketone
3. Synthesis and analysis of benzocaine
4. Synthesis and anylysis of benzoin
5. Mixed Aldol condensation
6. The Michael reaction
7. Diels-Alder reaction
8. Nitration of methyl benzoate
9. Cu(II) oxidation of benzoin to benzil
10. Synthesis of Benzilic acid
11. Synthesis of Dilantin
12. Suzuki coupling reaction

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## Objectives

1. Understand structure, bonding and reactions of aldehydes and ketones. ****Requires Critical Thinking****
2. Understand structure, bonding and reactions of carboxylic acids and their derivatives. ****Requires Critical Thinking****
3. Understand structure, bonding and reactions of amines and their derivatives. ****Requires Critical Thinking****
4. Understand structure, bonding and reactions of aromatic compounds. ****Requires Critical Thinking****
5. Understand structure, bonding and reactions of benzene substituents: alkylbenzenes, phenols, and benzenamines. ****Requires Critical Thinking****
6. Understand preparation of ester enolates and acyl anion equivalents: B-dicarbonyl and a-hydroxycaronyl compounds. ****Requires Critical Thinking****
7. Be able to name, understand reactions of, and draw structures for carbohydrates. ****Requires Critical Thinking****
8. Be able to name, understand reactions of, and draw structures for amino acids, peptides, proteins, and nucleic acids that occur in nature. ****Requires Critical Thinking****
9. Integrate and interpret the spectroscopic techniques of IR, NMR, MS, and GC to determine the structure of all studied classes of organic compounds. ****Requires Critical Thinking****
10. Predict the product(s) of a multi-step organic synthesis. ****Requires Critical Thinking****
11. Provide the correct mechanisms for organic chemical reaction(s). ****Requires Critical Thinking****

12. Synthesize, purify, and analyze by chemical and spectroscopic techniques a variety of organic chemical products. ****Requires Critical Thinking****

13. Provide a word-processed formal laboratory writeup for each laboratory synthesis experiment. ****Requires Critical Thinking****

14. Have developed strong laboratory safety ethics and applications.

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## Student Learning Outcomes

1. CSLO1: Mechanisms. Given the structure of reactant molecules, students will be able to predict the correct product(s) and provide an acceptable reaction mechanism. Focus on functional groups of Chem 18A, ketones, aldehydes, carboxylic acids and their derivatives and aromatic compounds.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. CSLO2: Retrosynthesis. Students will be able to provide a retrosynthetic scheme for an organic compound.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. CSLO3: Spectroscopy. Given spectroscopic data (IR, Mass Spectrometry and/or NMR), students will correctly identify the structure of an unknown compound.
    - **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**

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## Assignments

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

Example Exam 1 Question:

Provide the products for the following set of reactions:

Example Exam 1 Question:

1. ) Compound X, having a molecular formula of $C_4H_6O_2$ was analyzed by a variety of spectrocopic techniques and the following data was collected:

$^{1}$H NMR Spectrum (1.91ppm, d 3H; 5.86ppm, d 1H; 7.10ppm, m 1H; 12.4ppm, s, 1H)

$^{13}$C-NMR (172.26ppm, 147.53ppm, 122.24ppm, 18.11ppm)

IR analysis gave a spectrum with the

following peaks: 1700 – 1720 $cm^{-1}$ (Strong) 2500 – 3500 $cm^{-1}$ (Strong, broad)

Cpd. X reacts with $LiAlH_4$ in ether to give a new Cpd. Y, $C_4H_8O$. The $^1H$ NMR spectrum of Y exhibits the following peaks: 1.91 (d, 3H), 5.69 (m, 1H), 5.67 (d, 1H), 4.18 (d, 2H), and 5.05 (s, 1H)

Deduce the structures of Cpd. X and Cpd. Y from this data and *show how our structure fits the data*. Show your analysis data! **Structures without explanations will not receive full credit!**

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## Methods of Evaluation

- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Quizzes**
- **Skills Demonstrations/Performance Exam**

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## Course Materials

**Textbooks:**

1. Brown, Foote, Iverson, and Anslyn. *Organic Chemistry,* 8th ed. -Brooks/Cole Cengage Learning, 2018, ISBN: 978-1-305-58035-0
   **Equivalent text is acceptable**

**Manuals:**

1. Pavia, Lampman, Kriz, and Engel. *Introduction to Organic Laboratory Techniques; A Microscope Approach,* 3rd ed. Thompson Brooks/Cole, 1999, ISBN: 0-03-023848-X
   **Equivalent text is acceptable**

**Other:**

1. Student Solution manual; Lab/Discussion Supplementary Booklet-YCCD Bookstore
2. Molecular Models: Maruzen HGS Set for Organic Chemistry OSHA approved Safety Goggles
3. Fire resistant lab coat
4. Chemical splash goggles
5. Instructor prepared laboratory supplement.
6. Lecture note packet

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** CHEM 1B
**Full Course Title:** General Chemistry
**Short Title:** General Chemistry
**TOP Code:** -
**Effective Term:** Spring 2016

## Course Standards

**Course Type:** Credit - Degree Applicable
**Units:** 5.0
**Total class hours:** 270.0
  **Total contact hours in class:** 162.0
    **Lecture hours:** 54.0
    **Lab hours:** 108.0
  **Hours outside of class:** 108.0
**Repeatable:** No
**Grading Method:** Letter Grade Only

## Minimum Qualifications for Instructors

- Chemistry (Masters Required)

## Course Description

Continuation of the exploration and application of the fundamental principles of chemistry developed in CHEM 1A. Topics include intermolecular forces, solutions, colligative properties, and kinetics; further aspects of equilibrium including acid-base and solubility equilibrium, thermodynamics, electrochemistry, descriptive chemistry, and qualitative analysis; coordination chemistry; nuclear chemistry and an introduction to organic chemistry. Laboratory techniques in the investigation of these chemical systems will be extensively developed.

## Conditions of Enrollment

Satisfactory completion of: CHEM 1A

### Advisories

- **Language - recommended eligibility for English 1A**
- **Mathematics - recommended eligibility for Math 52**

## Content

### Course Lecture Content

1. Intermolecular Forces
    a. Dispersion, dipole-dipole, H-bonding, ion-dipole forces
    b. Surface tension, viscosity and capillary action

    c. Vaporization and vapor pressure
    d. Sublimation, fusion, melting and freezing
    e. Phase diagrams
    f. Crystalline solids and the unit cell
2. Properties of Solutions
    a. Energetics
    b. Factors affecting solubility
    c. Concentration; Molarity, molality, m/v and v/v relationships
    d. Vapor pressure of solutions
    e. Freezing point depression, boiling point elevation
    f. Colligative properties.
3. Chemical Kinetics
    a. Rates and rate laws
    b. Reaction order
    c. Integrated rate law and half-life calculations
    d. Temperature effects; Arrhenius equation and the collision model
    e. Reaction mechanisms; rate-determining steps and elementary steps
    f. Catalysis
4. Acid-Base Equilibria and Additional Aspects of Aqueous Equilibria
    a. Acid-base definitions; Arrhenius, Bronsted-Lowry; Lewis theories
    b. Acid and base dissociation constants; pH
    c. Polyprotic acids
    d. Buffers and buffer calculations
    e. Titration and pH curves
    f. Solubility equilibria; Ksp and molar solubility
    g. Selective precipitation and qualitative chemical analysis
5. Chemical Thermodynamics
    a. Entropy and the second law of thermodynamics
    b. Heat transfer
    c. Gibbs free energy
    d. Standard molar entropies and the Third Law of Thermodynamics
    e. Free enegy and equilibrium
6. Electrochemistry
    a. Redox reactions
    b. Voltaic cells and standard reduction potentials
    c. Cell potential, free energy and the equilibrium constant
    d. Batteries, electrolysis and corrosion
7. Nuclear Chemistry
    a. Radioactivity; alph, beta, gamma, positron, electron capture
    b. Stability and decay series
    c. Kinetics of radioactive decay
    d. Fission and fusion
    e. Transmutation and nuclear equations
    f. Effects on life; use in medicine
8. Descriptive Chemistry
    a. Properties of transition metals
    b. Coordination compounds; nomenclature, isomers, bonding
    c. Crystal field theory
9. Qualitative Analysis
10. Introduction to Organic Chemistry

Laboratory Topics

1. Redox titration: analysis of bleach.
2. Molar mass by freezing point depression.
3. Factors affecting reaction rates.
4. Determination of the rate law of a chemical reaction.
5. Equilibrium of coordination compounds.
6. Acid-base titration: neutralization of an antacid.
7. Identification of an unknown diprotic acid by potentiometric analysis.
8. Determination of the solubility product constant of calcium iodate.

9. Qualitative analysis: Identification of unknown ions utilizing qualitative analysis techniques.
10. Determination of the Gibbs energy change during cobalt complexation.

**Course Lab/Activity Content**

Laboratory Topics

1. Redox titration: analysis of bleach.
2. Molar mass by freezing point depression.
3. Factors affecting reaction rates.
4. Determination of the rate law of a chemical reaction.
5. Equilibrium of coordination compounds.
6. Acid-base titration: neutralization of an antacid.
7. Identification of an unknown diprotic acid by potentiometric analysis.
8. Determination of the solubility product constant of calcium iodate.
9. Qualitative analysis: Identification of unknown ions utilizing qualitative analysis techniques.
10. Determination of the Gibbs energy change during cobalt complexation.

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## Objectives

1. Express concepts related to intermolecular forces and their application to liquids and solids.
2. Describe and work problems related to solution chemistry and colligative properties.
3. Interpret and solve problems involving the rates of chemical reactions.
4. Recognize and solve problems related to acid-base equilibrium and solubility equilibrium. ****Requires Critical Thinking****
5. Explain and solve problems involving the enthalpy, entropy, and free-energy changes in chemical reactions. ****Requires Critical Thinking****
6. Describe the Bronsted-Lowry and Lewis theory of acids and bases and to solve problems related to acid-base chemistry and the pH scale.
7. Sketch a voltaic cell and perform calculations involving the cell.
8. Examine the process of nuclear decay and predict the products of a decay process. (as time permits)
9. Describe the uses of common inorganic compounds.
10. Perform acid-base and redox titrations and analyze their results. ****Requires Critical Thinking****
11. Acquire and analyze experimental data using computers and various probes (colorimeters/spectrometers) ****Requires Critical Thinking****
12. Perform qualitative lab identification tests for various metal compounds and ions. ****Requires Critical Thinking****
13. Identify and name fundamental organic molecules, including hydrocarbons and their functionalized derivatives.

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## Student Learning Outcomes

1. CSLO1 Students will demonstrate proficiency in analyzing the thermodynamic quantities of enthalpy,

entropy and Gibb's free energy as they relate to chemical equilibrium and spontaneity.
2. CSLO2 Students will demonstrate proficiency by correctly performing calculations related to acid-base chemistry and titrations.
3. CSLO3: Upon completion of the course, students will demonstrate proficiency in analyzing and determining the rate-law for a chemical reaction
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

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## Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Other**
  In class demonstrations

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## Assignments

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

Written exams, quizzes, worksheets,laboratory reports

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## Methods of Evaluation

- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Quizzes**
- **Other**
  Written lab reports Web based interactive homework

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## Course Materials

**Textbooks:**

1. Tro, Nivaldo J. *Chemistry: A Molecular Approach with Mastering General Chemistry,* 4th ed. Pearson, Prentice Hall , 2017, ISBN: 9780134066288
   **Equivalent text is acceptable**

**Manuals:**

1. Nivaldo J. Tro, John J Vincent, and Erica J Livingston. *Laboratory Manual for Chemistry: A Molecular Approach, 4E,* 4th ed. Prentice Hall, 2017, ISBN: 9780134066264
   **Equivalent text is acceptable**

**Other:**

1. OSHA approved safety goggles
2. Lab Coat

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# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** CHEM 10
**Full Course Title:** Concepts of Chemistry
**Short Title:** Concepts of Chem
**TOP Code:** -
**Effective Term:** Fall 2013

## Course Standards

**Course Type:** Credit - Degree Applicable
**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

- Chemistry (Masters Required)

## Course Description

A survey of basic concepts and practices of chemistry. Designed for non-science majors desiring an introduction to fundamental chemistry concepts and skills. Not intended for students who will enroll in subsequent chemistry coursework.

## Conditions of Enrollment

#### Advisories

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

## Content

#### Course Lecture Content

1. The Scientific Method
2. Scientific Measurement
3. Theory of Atomic Structure
4. Chemical Bonding and Molecular Structure
5. Shapes and Properties of Molecules
6. Inorganic Chemical Nomenclature
7. Chemical Reactions and Equations
8. Ideal Gases

9. Aqueous Solutions
10. Chemical Equilibrium
11. Acids, Bases and Electrolytes

---

## Objectives

1. Understand how the Scientific Method is applied to the study of elementary chemistry. ****Requires Critical Thinking****
2. Understand how scientific measurements are made and interpreted. ****Requires Critical Thinking****
3. Use the metric system and scientific notation in performing scientific calculations. ****Requires Critical Thinking****
4. Distinguish between physical and chemical properties of matter. ****Requires Critical Thinking****
5. Distinguish between physical and chemical changes of matter.
6. Identify elements and compounds.
7. Understand the relationship of atomic structure and molecular structure.
8. Write names and formulas for inorganic chemicals.
9. Write and balance chemical equations.
10. Solve calculation problems based on the behavior of ideal gases. ****Requires Critical Thinking****
11. Describe the properties of water and aqueous solutions.
12. Understand the behavior of chemical reactions at equilibrium. ****Requires Critical Thinking****
13. Recognize the characteristics of acids and bases.
14. Demonstrate reading comprehension. ****Requires Critical Thinking****
15. Understand the writing requirements of objective tests. ****Requires Critical Thinking****
16. Demonstrate written problem solving. ****Requires Critical Thinking****

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## Student Learning Outcomes

1. CSLO1 Upon completion of the course, students will recognize, define, and implement chemistry-relevant terminology.
    - **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.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
2. CSLO2 Upon completion of the course, students will analyze and describe atomic and molecular structure and radiation phenomena.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

3. CSLO3 Upon completion of the course, students will demonstrate proficiency in performing chemistry-relevant calculations.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
4. CSLO4 Upon completion of the course, students will choose and accurately evaluate information from the Periodic Table of the Elements.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
5. CSLO5 Upon completion of the course, students will assess and critique the relationship of chemicals to the condition of the Earth's ecosystems.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
6. CSLO6 Upon completion of the course, students will accurately identify and categorize various forms of matter and energy.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
7. CSLO7 Upon completion of the course, students will correctly identify, sort and explain phenomena related to chemical equilibrium and chemical kinetics.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **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**
  Reading Assignments

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## Assignments

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

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## Methods of Evaluation

- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**
- **Problem Solving Exercises**
- **Quizzes**

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## Course Materials

**Textbooks:**

1. Suchocki, John. *Conceptual Chemistry,* 4th ed. Pearson, 2011, ISBN: 0136054536
   **Equivalent text is acceptable**

# Yuba Community College District

Yuba College Course Outline

## Course Information

**Course Number:** CHEM 2A
**Full Course Title:** Introductory Chemistry
**Short Title:** Intro Chem
**TOP Code:** -
**Effective Term:** Spring 2016

## Course Standards

**Course Type:** Credit - Degree Applicable
**Units:** 5.0
**Total class hours:** 270.0
  **Total contact hours in class:** 162.0
    **Lecture hours:** 54.0
    **Lab hours:** 108.0
  **Hours outside of class:** 108.0
**Repeatable:** No
**Grading Method:** Letter Grade Only

## Minimum Qualifications for Instructors

- Chemistry (Masters Required)

## Course Description

Introduction to fundamental principles of inorganic chemistry; structure and bonding, nomenclature, chemical equations and reactions, stoichiometry, acids, bases, and chemical equilibrium, redox, gases, solutions, and nuclear chemistry. Not open to student with credit in CHEM 1A or equivalent. MATH 50 with a "C" or better strongly recommended.

## Conditions of Enrollment

### Advisories

- **Language - recommended eligibility for English 1A**
- **Mathematics - recommended eligibility for Math 52**

## Content

### Course Lecture Content

1. What is Chemistry?
2. Standards of Measurement
3. Properties of Matter
4. Elements and Compounds
5. Atomic Theory and Structure

6. Periodic Arrangement of Elements
7. Chemical Bonds
8. Nomenclature of Inorganic Compounds
9. Chemical Equations
10. Stoichiometry
11. Solutions
12. Chemical Equilibrium
13. Acids, Bases, Salts
14. Oxidation-reduction
15. Nuclear Chemistry

**Course Lab/Activity Content**
1. Math Skills
2. Measurement
3. Problem Solving
4. Analysis of a Mixture
5. Density
6. Calorimetry
7. Matter
8. Atomc Structure
9. Nuclear Chemistry
10. Nomenclature
11. Lewis Diagrams
12. Molecular Models
13. Chemical Equations
14. Redox Equations
15. Mole Concept
16. Formula of a Hydrate
17. Chemical Reactions
18. Hydrogen
19. Gas Laws
20. Gas Stoichiometry
21. Solutions
22. Electrolytes and Net Ionic Equations
23. Chemical Equilibrium
24. Standardization
25. Titration

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## Objectives

1. Describe the atomic structure and periodic arrangements of elements. ****Requires Critical Thinking****
2. Predict how different atoms bond together to form a compound. ****Requires Critical Thinking****
3. Write the name and formula of many inorganic compounds. ****Requires Critical Thinking****
4. Write a chemical equation, balance it, and predict the outcome of this reaction. ****Requires Critical Thinking****
5. Calculate molar concentrations and solve problems related to solutions. ****Requires Critical Thinking****
6. Solve simple equilibrium problems related to acids, bases, and salts and calculate the pH of a solution. ****Requires Critical Thinking****
7. Write and balance simple redox equations. ****Requires Critical Thinking****

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## Student Learning Outcomes

1. CSLO1 Upon completion of the course, students will analyze chemical formulas and names; recognize chemistry terms based on a definition provided.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
2. CSLO2 Upon completion of the course, students will perform chemistry calculations and express results with proper metric units and significant digits; convert data to and from scientific notation; demonstrate balancing of chemical equations.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
3. CSLO3 Upon completion of the course, students will use the Periodic Table of the Elements to recognize pertinent information; evaluate graphical data; compare variant forms of energy and (pure and impure) matter.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
4. CSLO4 Upon completion of the course, students will analyze chemistry concepts via the scientific method; relate atomic structure to molecular structure; use molecular structure to predict properties of compounds and solutions; predict the behavior of chemical systems in equilibrium.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
5. CSLO5 Upon completion of the course, students will follow written directions; identify and manipulate common laboratory equipment; perform and record measurements.
    - **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

- **Laboratory**
- **Lecture/Discussion**
- **Other**
  Reading Assignments

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## Assignments

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

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## Methods of Evaluation

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

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## Course Materials

**Textbooks:**

1. Timberlake, Karen C.. *General, Organic and Biological Chemistry: Structures of Life,* 4th ed. Pearson, 2013, ISBN: 10-321-75089-6
   **Equivalent text is acceptable**

**Manuals:**

1. Hein, Morris and Arena, Susan. *Foundations of Chemistry in the Laboratory, 13th ed.,* Wiley, 2011, ISBN: 978-0-470-55490-6
   **Equivalent text is acceptable**

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