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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: AUTO 95

Full Course Title: State Emission Control License

Short Title: State Em Cont Lic

TOP Code: 0948.00 - Automobile/Automotive Mechanics Technology/Technician*

Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable

Units: 7.0

Total class hours: 381.0

Total contact hours in class: 147.0

Lecture hours: 117.0

Lab hours: 30.0

Hours outside of class: 234.0

Repeatable: No

Grading Method: Pass/No Pass Only

Minimum Qualifications for Instructors

- Auto Mechanics **Or**
 - Automotive Technology **Or**
-

Course Description

The course prepares students for a Smog Check Inspection/Repair license. Students that possess ASE/BAR certifications in the following areas: A6-Automotive Electrical; A8-Automotive Engine Performance; L1-Advanced Engine Performance and or current enrolled students that have or are currently enrolled in electrical, automotive fuel systems and advanced engine performance/diagnostic courses. This is an intensive review of automotive electrical/electronic, engine mechanical, emission controls, and computer control systems as they relate to automotive emissions controls. This course satisfies the ASE/BAR certification requirement when applying for Smog Check technician licenses and may be used by the applicant in lieu of the ASE certifications.

Content

Course Lecture Content

1. Combustion and Smog
2. Fuel Systems: fundamentals, circuits and adjustments
3. Electrical Systems: fundamentals of electricity, circuits, wiring, ignition systems, spark control and timing modifications
4. Basic Smog Systems: PVC, EGR, catalytic converters, intake and exhaust heat system, and evaporative emission control
5. Computers: circuits, sensors, actuators, codes timing, mixture control, emission devices and troubleshooting
6. Tune-up and Repair: DVOM's, scopes, infrareds, analyzers, computer scanners and tune-up equipment
7. State Programs: smog check stations, technicians certificates and estimates
8. Program Requirements
9. Inspection Procedures

10. Repair Procedures

Course Lab/Activity Content

Demonstration of the following concepts:

1. Combustion and Smog
 2. Fuel Systems: fundamentals, circuits and adjustments
 3. Electrical Systems: fundamentals of electricity, circuits, wiring, ignition systems, spark control and timing modifications
 4. Basic Smog Systems: PVC, EGR, catalytic converters, intake and exhaust heat system, and evaporative emission control
 5. Computers: circuits, sensors, actuators, codes timing, mixture control, emission devices and troubleshooting
 6. Tune-up and Repair: DVOM's, scopes, infrareds, analyzers, computer scanners and tune-up equipment
 7. State Programs: smog check stations, technicians certificates and estimates
 8. Program Requirements
 9. Inspection Procedures
 10. Repair Procedures
-

Objectives

1. Explain the components and elements used to have controlled combustion with emphasis on air quality. ****Requires Critical Thinking****
 2. Describe the fundamentals of circuits and adjustments on carburetors and fuel injection. ****Requires Critical Thinking****
 3. Describe the fundamentals of electricity and magnetism as it relates to circuits in the ignition systems. ****Requires Critical Thinking****
 4. Explain the basic operation of conventional and electronic emission control systems.
 5. Describe the typical automotive computer system as it relates to controlling vehicle emissions. ****Requires Critical Thinking****
 6. Utilizing DVOM's, scopes, infrareds, analyzers, scanners, and other tune-up related equipment, identify the procedures of testing vehicle emissions. ****Requires Critical Thinking****
 7. Explain California state regulations regarding smog check stations, technicians, certification, and how to write estimates. ****Requires Critical Thinking****
 8. Demonstrate competency in conducting a California State Bureau of Automotive Repair vehicle emission smog test with 100% accuracy. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student will be able to Identify the procedures of testing vehicle emissions utilizing DVOMs, scopes, infrareds, analyzers, scanners and other tune-up related equipment.
 2. Upon completion of this course the student will be able to Explain the state regulations regarding smog check stations, technicians, certification, and how to write estimates.
 3. Upon completion of this course the student will be able to Demonstrate competency in conducting a State Vehicle Emission Smog Test with 100% accuracy.
-

Methods of Instruction

- Laboratory

- **Lecture/Discussion**
 - **Other**
Skills practice
-

Assignments

Reading Assignments

Read course outline handed out in class.

Methods of Evaluation

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

Course Materials

Manuals:

1. Faculty. *Clean Air Car Course Student Workbook*, YCCD, 2012,

Other:

1. State Dept. of Consumer Affairs CACC Basic and Advanced; Smog Check Handbook for Inspection Stations.
 2. As assigned by instructor.
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AUTOMOTIVE BODY REPAIR

CERT OF ACHIEVEMENT WITH 18-29.5 UNITS

Description

The Auto Body Repair Program is designed to provide students with the qualifications needed to fill entry level positions in the Auto Body repair field. The Certificate program also provides additional training for those already employed that want to improve their skills and abilities. This Certificate is designed to be completed in one semester. The Auto Body program utilizes I-Car and A.S.E. based curriculum.

Program Learning Outcomes

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

1. Demonstrate the job ready skills needed to obtain entry level employment in the Auto Body industry.
2. Demonstrate personal and professional health practices required for the Auto body Industry.
3. Demonstrate professional work ethics and standards that are expected when working in the Auto body industry.

Program Requirements:

Required Courses

Course Block Units: (18 Required)

AUTO70 and	Introduction to Autobody Technology	4
AUTO75 and	I-Car Structural Steel 1	4
AUTO76 and	I-Car Autobody--Non-Structural 1 and 2	5
AUTO77 and	I-Car Autobody--Refinishing 1 and 2	5

Course Block Units:

Total: 18

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FABRICATION AND MANUFACTURING METHODS

CERT OF ACHIEVEMENT WITH 18-29.5 UNITS

Description

The fabrication and metalworking certificate will introduce students to fabrication and metal working skills with sheet metal and structural applications. Students will also learn to use both manual and automated fabrication and metalworking equipment. Students will learn manual machining skills using manual equipment. Students will also learn the design process and use of CNC Machining equipment.

Program Learning Outcomes

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

1. Demonstrate a knowledge of fabrication methods based on material thickness.
2. Demonstrate a knowledge of work holding and fixturing of projects.
3. Demonstrate a knowledge of selecting the proper tools, tooling and equipment to produce a project.

Program Requirements:

Required Courses		Course Block Units: (24 - 26 Required)
WELD83	GMAW/GTAW Production Welding	4
WELD84	Applied Fabrication Welding	1
WELD85	Structure Design and Fabrication	4
WELD88	Welding Technical Problems	1 - 3
MFGT20	Principles of Machine Shop	3
MFGT34	Computer Numerical Control	3
MFGT35	Computer Aided Manufacturing	3
MFGT60	Problems in Manufacturing Technology	2
DRAFT20	Blueprint and Specifications Reading	3
		Total: 24.00 - 26.00

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: SOCIL 30
Full Course Title: Sociology of Aging
Short Title: Aging
TOP Code: 2208.00 - Sociology
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

- Sociology (Masters Required) **Or**
 - Gerontology (Masters Required)
-

Course Description

A life course perspective on social, economic and psychological factors related to aging and the changing place of the aged in contemporary society. Topics include current controversies (e.g., "entitlement" programs), the social and cultural construction of the aged, social policies around aging, health and long-term care of the aged, employment and retirement issues, community social services, and social inequality.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

I. Introduction to the Aging Experience

- A. Demographics
- B. Ageism Aging through the ages
- C. Aging and Identity

D. Cultural and Generational Considerations

2. The Aging Body

- A. Biological Theories
- B. Homeostasis
- C. Stress Changes in Body Systems and Physical Functioning
- D. Sensory Aging
- E. Does Age-Dependent Illness Exist?
- F. Iatrogenesis Compression of Morbidity

3. The Aging Mind & Sexuality in Older Adulthood

- A. Changes in Memory
- B. Theories of Cognitive Aging
- C. Personality
- D. Older Adult Learning
- E. Human Sexuality and Challenges in Older Adulthood

4. Alterations in Thought Processes

- A. Delirium, Dementia, Pseudo-dementia
- B. Bio-medicalization of Dementia
- C. Theoretical Approaches to Dementia

5. A Good Death

- A. Death Ideologies, Anxieties and Rituals
- B. The Dying Process
- C. Care of the Dying: The Hospice Approach Normal and Abnormal Grief
- D. Widowhood Processes

6. Retirement, Older Adults and Work

- A. New Views of Retirement Concepts of Quality of Life and Human Dignity
- B. Successful Aging

7. Interpersonal Relationships and Family Caregiving

- A. Model of Learned Dependency
- B. Resilience Family Support, Social Support, and Intergenerational Issues Cultural Considerations
- C. Grandparents Raising Grandchildren
- D. Ineffective Family Coping and Respite Services

8. Theories of Aging

- A. Activity, Disengagement, Continuity Theories
- B. Environments and Aging: The Environmental Docility Hypothesis

- C. Aging in Place: Romanticism vs. Meaningful Paradigm
 - D. Macroenvironments and the Microenvironment
9. Living with Frailty and Illness
- A. Long-term Care
 - B. Significance of Frailty, Acute and Chronic Illness
 - C. Changing Roles, Rights to Self-Determination, Living Arrangements
 - D. Long-term Healthcare Options and Issues
10. Creativity and Meaning in Later Life
- A. Reconstruction vs. Recall Theories
 - B. Reminiscence and Life Review
11. Mental Health Problems & Vulnerabilities of Older People
- A. Depressive and Anxiety Disorders
 - B. Suicide, Abuse, Self-neglect, and Substance Abuse, Crime
12. Life Strength and Coping Life-Span Perspective to Mental Health
- A. Socioemotional Selectivity Theory
 - B. Selective Optimization with Compensation (SOC) Model
 - C. Life Strength Assessment

Objectives

1. Demonstrate an understanding of personal and societal values and aging.
 2. Differentiate myth and reality of aging.
 3. Demonstrate knowledge of the major concepts, the history, current issues, the process, and the changes in aging. ****Requires Critical Thinking****
 4. Demonstrate an understanding of the dynamics of aging and apply this understanding to the students' personal and public lives.
 5. 1. Demonstrate knowledge of the major concepts, the history, current issues, the process, and the changes in aging. 2. Demonstrate an understanding of the dynamics of aging and apply this understanding to the students' personal and public lives. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Global Awareness--Upon completion of this course, students will demonstrate a cross-cultural understanding of aging.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect

- for opinions, feelings, and values.
2. Aging and Social Inequality--Upon completion of this course, students will be able to use social theories and multi-disciplinary perspectives to explain diverse patterns and inequalities in individual and population aging and their consequences for individuals, families, communities, and societies
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
 3. The Life Course Perspective--Upon completion of this course, students will be able to articulate and apply the key concepts of the life course perspective on aging
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
-

Methods of Instruction

- **Lecture/Discussion**
A typical class meeting would include an introductory lecture on a key topic, such as the changing meaning of "old age". This would be followed by a short free-writing exercise, to get students individually to clarify their thinking on a question related to the changing definition of "old age"--e.g., do you feel the retirement age should be raised? Why or why not? This free-write would be followed by small group (n=4) discussions of the writing prompt, which would ultimately be followed by a full class discussion of the topic, comparing the different conversations each small group had.
 - **Service Learning**
Careers in gerontology almost always involve working one on one with senior citizens, and there are a variety of techniques and issues that students need to be aware of. Meanwhile, many facilities serving the aged have unmet need for volunteers. These two needs can be simultaneously met by requiring students to volunteer at senior facilities, gain experience in working one on one with seniors, and to reflect on what they learned by doing so.
 - **Other**
Field trips, guest speakers, site visits, videos
-

Distance Education

Delivery Methods

- Online
 - Broadcast Education
-

Assignments

Reading Assignments

First, read the section on "successful aging" in our textbook. Next, read the essay, posted on our class website, entitled, "Critical Perspectives on Successful Aging" by Stephen Katz. Then, write a short (1-2 page essay) that answers the following question: What does it mean to "age successfully" according to gerontologists, and what are at least two reasons Katz gives for questioning the value of the concept of "successful aging"?

Writing Assignments

What is your strategy for aging successfully? According to the book, successful agers seem to pursue certain common strategies that distinguish them from others who do not age as successfully. Please write a 2-3 page essay that identifies these common strategies, and then explains your personal views on successful aging, and how you hope/plan to age successfully in the future. Please be specific. For example, if volunteering the community one of the strategies you discuss, what kind of volunteering do you see yourself doing and why?

Other Assignments

First, identify two adults, over the age of 70, who you feel are "aging successfully" according to how that concept

is described in our course material. Second, secure informed consent from these individuals to be interviewed. Third, conduct an interview, using open-ended questions, designed to elicit your subjects' approach to "successful aging". Third, write a 5-7 paged paper (double-spaced, one-inch margins) that: 1. Explains the concept of successful aging; 2. Introduces your interview subjects, and why you felt they fit the definition of successful agers; 3. Provides a list of the open-ended questions you posed to your subjects; 4. Presents a synopsis of the subjects' respective answers to your questions, making use of at least three direct quotes from each subject; and 5. Presents your analysis of their answers, including your conjectures/hypotheses about why your subjects have similar and/or different ideas about how to age successfully.

Methods of Evaluation

- **Assignments**
- **Attendance**
- **Class Performance**
- **Essay Tests**
- **Essay/Paper**
- **Exams**
- **Homework**
- **Objective Tests**
- **Participation**
- **Performance Exams**
- **Quizzes**
- **Research Project**
- **Other**

Service learning assignments will be a key component of the course, especially when taught live, rather than online.

Course Materials

Textbooks:

1. Moody, Harry R. and Sasser, Jennifer R. . *Aging: Concepts and Controversies*, 9th ed. Sage Publications, 2017, ISBN: 978-1506328003
Equivalent text is acceptable
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 28R
Full Course Title: Community Jazz Ensemble
Short Title: Comm Jazz
TOP Code: -
Effective Term: Spring 2009

Course Standards

Course Type: Credit - 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

- Music (Masters Required)
-

Course Description

This course is for the study, rehearsal, and public performance of jazz ensemble literature, with an emphasis on the development of skills needed to perform within an ensemble. Different literature will be studied each semester. The course is repeatable for credit the maximum times allowable by regulation.

Content

Course Lecture Content

1. Rhythm
 - a. Precise reading of rhythm
 - b. Playing together as a section
 - c. Playing together as an ensemble
 - d. Following the conductor as applicable
2. Intonation
 - a. Correct reading and production of pitches
 - b. Tuning pitches and harmonies as a section
 - c. Tuning of pitches and harmonies as an ensemble
3. Articulation
 - a. Correct readings of markings
 - b. Techniques of achieving various articulations
 - c. Agreement as a section
 - d. Agreement as an ensemble
4. Expression
 - a. Correct readings of markings
 - b. Following the conductor's gestures as applicable
 - c. Agreement as a section
 - d. Agreement as an ensemble
5. Style and performance practices
 - a. Study typical harmonic progressions and chordal structures
 - b. Study and execution of appropriate style for literature in various sub-genres of jazz
 - c. Study and execution of appropriate performance practices for literature in various sub-genres of jazz
6. Solo opportunities
 - a. Learn the mechanism of jazz improvisation
 - b. Perform solo improvisation with good tone, rhythmic and timing finesse, expressivity and correct style as opportunity arises
7. Blend and balance
 - a. Correct tone, volume, and timbre as appropriate to section
 - b. Correct tone, volume, and timbre as appropriate to ensemble

8. Professional standard of conduct
 - a. Demonstrate musical preparedness in rehearsal and performances
 - b. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation

Course Lab/Activity Content

Apply the lecture contents, listed below, to rehearsals and performances as an integral member of the ensemble.

1. Rhythm
 - a. Precise reading of rhythm
 - b. Playing together as a section
 - c. Playing together as an ensemble
 - d. Following the conductor as applicable
2. Intonation
 - a. Correct reading and production of pitches
 - b. Tuning pitches and harmonies as a section
 - c. Tuning of pitches and harmonies as an ensemble
3. Articulation
 - a. Correct readings of markings
 - b. Techniques of achieving various articulations
 - c. Agreement as a section
 - d. Agreement as an ensemble
4. Expression
 - a. Correct readings of markings
 - b. Following the conductor's gestures as applicable
 - c. Agreement as a section
 - d. Agreement as an ensemble
5. Style and performance practices
 - a. Study typical harmonic progressions and chordal structures
 - b. Study and execution of appropriate style for literature in various sub-genres of jazz
 - c. Study and execution of appropriate performance practices for literature in various sub-genres of jazz
6. Solo opportunities
 - a. Learn the mechanism of jazz improvisation
 - b. Perform solo improvisation with good tone, rhythmic and timing finesse, expressivity and correct style as opportunity arises
7. Blend and balance
 - a. Correct tone, volume, and timbre as appropriate to section
 - b. Correct tone, volume, and timbre as appropriate to ensemble
8. Professional standard of conduct
 - a. Demonstrate musical preparedness in rehearsal and performances
 - b. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation

Objectives

1. Formulate and evaluate an educated and knowledgeable interpretation of proper musical sound and style of composition as it pertains to an individual musician and to the entire band. ****Requires Critical Thinking****
2. Perform using nuance of interpretation and music reading skills while balancing all aspects of instrumental musical sounds simultaneously. ****Requires Critical Thinking****
3. Recognize and demonstrate various Jazz styles and techniques including improvisation on student's instrument. ****Requires Critical Thinking****
4. Acquire an increased knowledge of Jazz styles, improvisation, evolution of jazz idioms and emulation of jazz performers
5. Play with accurate pitches, rhythms and intonation.
6. Play with the articulation, dynamics, phrasing, and expression as directed.
7. Demonstrate appropriate blend, balance and sound within the section and the ensemble. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, students will demonstrate technical proficiency and musicality by effectively performing a musical composition as an integral part of the ensemble in a public concert.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

2. Upon completion of this course, students will demonstrate self-discipline, time management skills, and skills in the team work of ensemble music making through rehearsals and performances.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.

Methods of Instruction

- **Laboratory**
Students will rehearse in sections and with the entire ensemble.
- **Lecture/Discussion**
The instructor will select the music for the semester, provide background information about the selections and their styles, give specific guidelines for improvements, organize performances, and direct the ensemble in rehearsals and performances.
- **Other**
Guided music performance

Assignments

Other Assignments

Practice measures in the A section to achieve fluency in the following manner.

- Count the beats and figure out the precise rhythm.
- Observe the key signature and figure out the pitches and the appropriate fingering, tonguing, etc.
- Play slowly, keeping the steady beat.

Methods of Evaluation

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

Course Materials

Other:

1. Jazz repertoire appropriate to the ensemble. Different works will be selected for each semester.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 558
Full Course Title: Community Jazz Ensemble
Short Title: Jazz Ensemble
TOP Code: -
Effective Term: Spring 2009

Course Standards

Course Type: Noncredit
Total contact hours in class: 36.0
Lecture hours: 9.0
Lab hours: 27.0

Minimum Qualifications for Instructors

- Music (Masters Required)
-

Course Description

This course is for the study, rehearsal, and public performance of jazz ensemble literature, with an emphasis on the development of skills needed to perform within an ensemble. Different literature will be studied each semester. This is a non-credit course primarily but not exclusively intended for older adults as part of a lifelong education, providing opportunities for personal growth and development, community involvement, and skills for mental and physical well-being through creative expression of music making.

Content

Course Lecture Content

1. Rhythm
 - a. Precise reading of rhythm
 - b. Playing together as a section
 - c. Playing together as an ensemble
 - d. Following the conductor as applicable
2. Intonation
 - a. Correct reading and production of pitches
 - b. Tuning pitches and harmonies as a section
 - c. Tuning of pitches and harmonies as an ensemble
3. Articulation
 - a. Correct readings of markings
 - b. Techniques of achieving various articulations
 - c. Agreement as a section
 - d. Agreement as an ensemble
4. Expression
 - a. Correct readings of markings
 - b. Following the conductor's gestures as applicable
 - c. Agreement as a section
 - d. Agreement as an ensemble

Course Lab/Activity Content

1. Apply lecture contents to play with correct pitches, rhythms, intonation, articulation and expression.
 2. Rehearse in sectional and with the entire band to develop appropriate tone, blend and balance.
 3. Apply lecture contents to play with appropriate style and performance practice for each musical work.
 4. Develop improvisation skills as solo opportunities arise.
 5. Demonstrate professional standard of conduct in rehearsals and performances.
-

Objectives

1. Perform using nuance of interpretation and music reading skills while balancing all aspects of instrumental musical sounds simultaneously. ****Requires Critical Thinking****

2. Recognize and demonstrate various Jazz styles and techniques including improvisation on student's instrument. ****Requires Critical Thinking****
3. Acquire an increased knowledge of Jazz styles, improvisation, evolution of jazz idioms and emulation of jazz performers.
4. Play with accurate pitches, rhythms and intonation.
5. Play with the articulation, dynamics, phrasing, and expression as directed.
6. Demonstrate appropriate blend, balance and sound within the section and the ensemble. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, students will demonstrate technical proficiency and musicality by effectively performing a musical composition as an integral part of the ensemble in a public concert.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
2. Upon completion of this course, students will demonstrate self-discipline, time management skills, and skills in the team work of ensemble music making through rehearsals and performances.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.

Methods of Instruction

- **Laboratory**
Students will rehearse in sections and with the entire ensemble.
- **Lecture/Discussion**
The instructor will select the music for the semester, provide background information about the selections and their styles, give specific guidelines for improvements, organize performances, and direct the ensemble in rehearsals and performances.
- **Other**
Guided music performance

Assignments

Other Assignments

Practice measures in the A section to achieve fluency in the following manner.

- Count the beats and figure out the precise rhythm.
- Observe the key signature and figure out the pitches and the appropriate fingering, tonguing, etc.
- Play slowly, keeping the steady beat.
- Observe articulation, dynamic, and other expressive markings.
- Increase speed without sacrificing accuracy or intonation.
- Identify difficult spot and drill.
- Practice improvisation following the chord progression.

Methods of Evaluation

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

Course Materials

Other:

1. Jazz repertoire appropriate to the ensemble. Different works will be selected for each semester.

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 543
Full Course Title: Symphonic Band
Short Title: Symphonic Band
TOP Code: -
Effective Term: Spring 2009

Course Standards

Course Type: Noncredit
Total class hours: 149.0 - 180.0
Total contact hours in class: 119.0 - 144.0
Lecture hours: 15.0 - 18.0
Lab hours: 50.0 - 54.0

Minimum Qualifications for Instructors

- Music (Masters Required)
-

Course Description

This course is for the study, rehearsal, and public performance of symphonic band literature, with an emphasis on the development of skills needed to perform within an ensemble. Different literature will be studied each semester. This is a non-credit course primarily but not exclusively intended for older adults as part of a lifelong education, providing opportunities for personal growth and development, community involvement, and skills for mental and physical well-being through creative expression of music making.

Conditions of Enrollment

Audition Required (This is a public performance course, where student may be dropped based on the audition result if allocating available seats to students who have been judged most qualified was necessary, pursuant to Title 5, Section 58106.)

Content

Course Lecture Content

1. Rhythm
 - a. Precise reading of rhythm
 - b. Playing together as a section
 - c. Playing together as an ensemble
 - d. Following the conductor as applicable
2. Intonation
 - a. Correct reading and production of pitches
 - b. Tuning pitches and harmonies as a section
 - c. Tuning of pitches and harmonies as an ensemble
3. Articulation
 - a. Correct readings of markings
 - b. Following the conductor's gestures as applicable

- c. Agreement as a section
 - d. Agreement as an ensemble
- 4. Expression
 - a. Correct readings of markings
 - b. Following the conductor's gestures as applicable
 - c. Agreement as a section
 - d. Agreement as an ensemble
- 5. Style and performance practices
 - a. Study and execution of appropriate style for literature from various style periods
 - b. Study and execution of appropriate performance practices for literature from various style periods
- 6. Solo opportunities
 - a. Perform solo segments with good tone, rhythmic and timing accuracy, expressivity and correct style as opportunity arises
 - b. Learn to improvise as necessary
- 7. Blend and balance
 - a. Correct tone, volume, and timbre as appropriate to section
 - b. Correct tone, volume, and timbre as appropriate to ensemble
- 8. Professional standard of conduct
 - a. Demonstrate musical preparedness in rehearsal and performances
 - b. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation

Course Lab/Activity Content

Apply the lecture contents, listed below, to rehearsals and performances as an integral member of the ensemble.

- 1. Rhythm
 - a. Precise reading of rhythm
 - b. Playing together as a section
 - c. Playing together as an ensemble
 - d. Following the conductor as applicable
- 2. Intonation
 - a. Correct reading and production of pitches
 - b. Tuning pitches and harmonies as a section
 - c. Tuning of pitches and harmonies as an ensemble
- 3. Articulation
 - a. Correct readings of markings
 - b. Following the conductor's gestures as applicable
 - c. Agreement as a section
 - d. Agreement as an ensemble
- 4. Expression
 - a. Correct readings of markings
 - b. Following the conductor's gestures as applicable
 - c. Agreement as a section
 - d. Agreement as an ensemble
- 5. Style and performance practices
 - a. Study and execution of appropriate style for literature from various style periods
 - b. Study and execution of appropriate performance practices for literature from various style periods
- 6. Solo opportunities
 - a. Perform solo segments with good tone, rhythmic and timing accuracy, expressivity and correct style as opportunity arises
 - b. Learn to improvise as necessary
- 7. Blend and balance
 - a. Correct tone, volume, and timbre as appropriate to section
 - b. Correct tone, volume, and timbre as appropriate to ensemble
- 8. Professional standard of conduct
 - a. Demonstrate musical preparedness in rehearsal and performances
 - b. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation
 - c.

Objectives

1. Perform using nuance of interpretation and music reading skills while balancing all aspects of instrumental musical sound simultaneously. ****Requires Critical Thinking****
 2. Recognize proper technique on student's instrument.
 3. Play in time with section and ensemble as directed by the conductor.
 4. Play the correct pitches as indicated with accurate intonation.
 5. Play with the articulation, dynamics, phrasing, and expression as directed.
 6. Demonstrate appropriate blend, balance and sound within the section and the ensemble. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will effectively perform a musical composition as non-verbal communication as an integral part of the ensemble. The performance will be a public performance and demonstrate technical proficiency and musicality.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 2. Upon completion of this course, students will demonstrate self-discipline, time management skills, and skills in the team work of ensemble music making through practices and performances.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
-

Methods of Instruction

- **Laboratory**
Students will rehearse in sections and with the entire ensemble.
 - **Lecture/Discussion**
The instructor will select the music for the semester, provide background information about the selections and their styles, give specific guidelines for improvements, organize performances, and direct the ensemble in rehearsals and performances.
 - **Other**
Guided music performance
-

Assignments

Other Assignments

Practice measures 30-75 to achieve fluency in the following manner.

- Count the beats and figure out the precise rhythm.
 - Observe the key signature and figure out the pitches and the appropriate fingering, tonguing, etc.
 - Play slowly, keeping the steady beat.
 - Observe articulation, dynamic, and other expressive markings.
 - Increase speed without sacrificing accuracy or intonation.
 - Identify difficult spot and drill.
-

Methods of Evaluation

- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**

- **Skills Demonstrations/Performance Exam**
-

Course Materials

Other:

1. Music repertoire appropriate to the ensemble. Different works will be selected each semester.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: LEARN 251
Full Course Title: Academic Evaluation
Short Title: Academic Eval
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: 18.0
Lecture hours: 18.0
Hours outside of class: 36.0
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 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.

Content

Course Lecture Content

1. Orientation to DSPS program
2. Learning disabilities intake and 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. Numerical 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 LD 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 strengths/weaknesses 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 enhancements of learning. ****Requires Critical Thinking****
 5. Assist Learning Disabilities Specialist in 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. 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. 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. 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 technology
-

Assignments

Reading Assignments

Students will read class handouts and be prepared 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, Ed.D., Kendra and Hines, Trudie. *100 Things Every College Student with a Disability Ought to Know*, Cambridge-Stratford Study Skills Institute, 2010, ISBN: 093563732x
Equivalent text is acceptable

Other:

1. Assessments 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: ART 27
Full Course Title: Photography Materials and Processes
Short Title: Photo Materials
TOP Code: -
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0
Total class hours: 54.0
Total contact hours in class: 54.0
Lab hours: 54.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Photographic Technology/ Commercial Photography
-

Course Description

An additional laboratory experience for those intersted in further refining and developing concepts attained in regular course offerings in the photography emphasis in Fine Art.

Conditions of Enrollment

Concurrent enrollment or satisfactory completion of: ART 31

Content

Course Lecture Content

1. Formulate student project
 2. Completion of lab work
 3. Submission and critique of final project protfolio
-

Objectives

1. Apply concepts attained in regular courses toward the production of an enhanced creative portfolio.
2. Develop, refine, and submit an individual portfolio which reflects the student's creative involvement.
****Requires Critical Thinking****

3. Relate concepts and issues discussed in other courses towards completion of project portfolio.
****Requires Critical Thinking****
4. Compile a series of photographs that reflect a high level of technical and creative problem solving.
****Requires Critical Thinking****

Student Learning Outcomes

1. At the conclusion of the course, the student will be able to effectively apply technical and creative concepts towards completion of a student portfolio

Methods of Instruction

- Laboratory
- Other
demonstrations

Assignments

Other Assignments

Online reviews of traditional and digital processes.

Methods of Evaluation

- Laboratory Assignments
- Portfolio
- Research Project

Course Materials

Other:

1. Laboratory materials-paper, film, etc.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 31
Full Course Title: Basic Photography
Short Title: Basic Photography
TOP Code: -
Effective Term: Fall 2015

Course Standards

Course Type: Credit - 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: Letter Grade Only

Minimum Qualifications for Instructors

- Photographic Technology/ Commercial Photography
-

Course Description

An exploration into basic camera operation and black and white film processing and printing. History and development of photography. Emphasis is on personal expression. Manual film camera preferred.

Conditions of Enrollment

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

1. Camera systems, types and applications
2. Exposure and metering concepts
 - a. Meters - types and applications
 - b. The Zone System
3. Basic design concepts
 - a. The photographic process
 - b. Craft vs. vision
 - c. Criticism
4. The history and development of photography
5. The nature of light and color

Course Lab/Activity Content

1. Film development
 2. Paper development
 3. Advanced printing controls
 - a. Burning and dodging
 - b. Chemical manipulation
 4. Mounting and presentation
-

Objectives

1. Demonstrate proficiency with basic camera, darkroom and creative controls as found in basic photography.
 2. Produce a finished portfolio representing serious creative personal exploration. ****Requires Critical Thinking****
 3. Discuss historical processes utilized in the development of photography.
 4. Identify major influences and processes of 19th and 20th century photographers. ****Requires Critical Thinking****
 5. Apply various design concepts. ****Requires Critical Thinking****
 6. Demonstrate a thorough understanding of basic darkroom processes and procedures. ****Requires Critical Thinking****
 7. Produce a finished portfolio that reflects technical and creative problem solving. ****Requires Critical Thinking****
 8. Recognize and appreciate photography as an expressive and communicative medium. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion students will produce a portfolio that reflects an understanding of basic camera function
 - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Upon completion students will produce a portfolio that reflects an understanding of basic film development
 - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Upon completion students will produce a portfolio that reflects an understanding of basic printing and presentation methods
 - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems

and issues in making decisions.

Methods of Instruction

- **Laboratory**
 - **Lecture/Discussion**
 - **Other**
Demonstrations, critique of portfolio
-

Assignments

Other Assignments

Portraits

A portrait can reveal a lot about a person and have the power to convey joy, loss, passion, and a myriad of other emotions. Go out and take portraits of people. These portraits should be planned and posed. Candid photos of people do not count.

What to bring to class:

-Shoot a minimum of one roll of film

Things to think about:

-Lighting: is the subject of the photograph well lit?

-Composition: Is the subject of the photograph well distinguished from the background?

-Engagement of the Subject: will you have the subject smile, make eye contact with the viewer, be self involved?

Methods of Evaluation

- **Exams**
 - **Laboratory Assignments**
 - **Portfolio**
 - **Quizzes**
 - **Research Project**
-

Course Materials

Textbooks:

1. Jim Miotke. *Better Basic Photo*, 1st ed. Randle House, 2010, ISBN: 13-978-0817405721
Equivalent text is acceptable

Other:

1. Basic Techniques of Photography, Schrader
 2. Directed reading/viewing of imagery via internet. Film, paper, mat board, etc.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 32A
Full Course Title: Intermediate Black and White Photography
Short Title: Intermediate B&W
TOP Code: -
Effective Term: Spring 2015

Course Standards

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

Minimum Qualifications for Instructors

- Photography (Masters Required)
-

Course Description

Students will learn advanced darkroom processes, zone system, archival processing, print and negative chemical manipulation, and be introduction to the large format camera. Discussion and critical analysis of assigned exercises will be conducted.

Conditions of Enrollment

Satisfactory completion of: ART 31

Advisories

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

Content

Course Lecture Content

1. Introduction to the Zone System
 - a. Visualization process
 - b. Dynamics of exposure and development
2. Zone System Testing
 - a. Standard Printing Time
 - b. Exposure Index
 - c. Standard Development Time

- d. Reciprocity

Course Lab/Activity Content

1. Archival Processing
 - a. Toning
 - b. Storage
 - c. Washing
 2. Enlargers -
 - a. Types and Applications
 3. Advanced Printing Controls
 - a. Bleaching
 - b. Intensification
 - c. Filters
-

Objectives

1. Produce a final portfolio that reflects advanced darkroom concepts, zone system, large format camera and archival processing.
 2. Provide a critical analysis of one's creative work and that of others.
 3. Formulate and complete a protracted personal project.
 4. Analyze the dynamics of exposure and development through strict quantitative analysis ****Requires Critical Thinking****
 5. Demonstrate competence in advanced printing controls ****Requires Critical Thinking****
 6. Produce a portfolio following stringent guidelines for archival permanence ****Requires Critical Thinking****
 7. Assess and compare their own creative evolution through individual and group discussion and criticism ****Requires Critical Thinking****
 8. Demonstrate competence with the large format camera. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate an understanding of film/developer dynamics by effectively completing zone system testing.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 2. Upon completion of this course, the student should be able to demonstrate a working knowledge of a large format camera.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 3. Upon completion of this course, the student should be able to produce a portfolio that meets the highest archival standards.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
-

Methods of Instruction

- Laboratory
- Lecture/Discussion
- Other

Assignments

Other Assignments

Print Manipulation

Making the desired negative is the first step in making a beautiful photographic print. Once the negative is done it is time to move on to an enlarged print. There are many ways to change how the printed image looks. In addition to exposure times and the changing of contrast filters, a print can be manipulated by toning and bleaching.

Due: A minimum of 6 printed photographs using the same negative demonstrating an understanding of bleaching and toning methods.

1. Print 6 identical images.
 2. Make 3 variations of the original image using various bleaching techniques demonstrated in class.
 3. Make 3 variations of the original image using various toning techniques demonstrated in class.
-

Methods of Evaluation

- Exams
 - Laboratory Assignments
 - Portfolio
-

Course Materials

Textbooks:

1. Ansel Adams. *Ansel Adams Photography, Book 2*, Saunders Books, 1995, ISBN: 978-0821221860
Equivalent text is acceptable

Other:

1. Film, Photo Paper, Mat Board
-

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 32B
Full Course Title: Intermediate Black and White Photography
Short Title: Intermediate B&W B
TOP Code: -
Effective Term: Spring 2015

Course Standards

Course Type: Credit - 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: Letter Grade Only

Minimum Qualifications for Instructors

- Photography (Masters Required)
-

Course Description

Qualitatively oriented advanced black and white course allowing further development of concepts attained in 32A. Emphasis on advanced zone system, large format camera and individual creative problem solving.

Conditions of Enrollment

Satisfactory completion of: ART 32A

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

1. Advanced Zone System
 - a. Contractions
 - b. Expansions
 - c. Extended Reciprocity
2. The Large Format Camera
 - a. Swings, tilts, shifts
3. Portfolio Development
4. Studio Technique
 - a. Portraiture

- b. Illustration
- c. Architecture
- d. Fine Art

Course Lab/Activity Content

1. Application of Advanced Zone System
 - a. Contractions
 - b. Expansions
 - c. Extended Reciprocity
 2. Application of Studio Technique
 - a. Portraiture
 - b. Illustration
 - c. Architecture
-

Objectives

1. Produce a final portfolio that reflects a thorough understanding of advanced black and white processes and large format photography.
 2. Demonstrate and discuss a heightened esthetic awareness of one's creative work.
 3. Apply concepts attained in this can pervious courses towards the development of a more complete personal aesthetic and creative style. ****Requires Critical Thinking****
 4. Produce a professional portfolio reflecting a more directed mature level of creative and technical involvement ****Requires Critical Thinking****
 5. Evaluate and interpret complex exposure and development problems ****Requires Critical Thinking****
 6. Operate advanced equipment for possible entry into various vocational areas within photography. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate understanding of advanced film/exposure/development dynamics via completed portfolio
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 2. Upon completion of this course, the student should be able to demonstrate advanced working knowledge of photographic equipment.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 3. Upon completion of this course, the student should be able to develop a body of work that reflects a personal creative vision.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
-

Methods of Instruction

- **Laboratory**
 - **Lecture/Discussion**
 - **Other**
Demonstrations, critique of students work
-

Assignments

Other Assignments

Large Format Photography

The use of a large format camera forces the photographer to slow down and pay close attention to the subject at hand. In addition to the inherent slowness of large format photography there is a level of control that medium and 35mm photography can not provide. The availability of tilts, shifts and swings used individually or in concert with one another allow for adjustments to sharpness, focus and creative control.

Expose and develop a minimum of ten 4x5 negatives demonstrating your understanding of tilts, shifts and swings. Make contact sheets and prints to be turned in.

Methods of Evaluation

- Exams
 - Laboratory Assignments
 - Portfolio
 - Research Project
 - Other
- Critique of final portfolios

Course Materials

Textbooks:

1. Ansel Adams. *Ansel Adams Photography, Book 2*, Saunders Books, 1995, ISBN: 978-0821221860

Other:

1. Film, paper, mat board

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 32C

Full Course Title: Advanced Projects - Black and White

Short Title: Advanced B&W

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: 90.0

Lecture hours: 36.0

Lab hours: 54.0

Hours outside of class: 72.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Photography (Masters Required)
-

Course Description

Individual exploration of advanced black and white photography concepts such as refining the zone system, infrared photography, large format camera, etc., within a structured but non-confining framework. Student will develop a portfolio of work throughout the semester demonstrating creative and conceptual competence.

Conditions of Enrollment

Satisfactory completion of: ART 36B

Content

Course Lecture Content

1. Presentation, discussion, and refinement of individual project.
2. Project Development
 - a. Selecting a Subject
 - b. Concept of journal keeping in clarifying a creative project.
 - c. Researching a Subject
 - d. Execution of Project
3. Analysis of critique of finished projects.

Course Lab/Activity Content

1. Portfolio Building
 - a. Individual work
 - b. Individual Discussion on Developing Project
 - c. Monitoring of Creative Projects
-

Objectives

1. Apply advanced technical and creative problem solving skills toward completion of a self-defined project.
 2. Select, develop and produce a finished portfolio reflecting advanced black and white concepts.
 3. Organize a unified, self-directed and cohesive body of photographs reflecting a heightened creative awareness.
 4. 1. Apply advanced technical and creative problem solving skills toward completion of a self-defined project. 2. Select, develop and produce a finished portfolio reflecting advanced black and white concepts. 3. Organize a unified, self-directed and cohesive body of photographs reflecting a heightened creative awareness. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of the course, students will produce a chemical based photographs that reflects heightened mastery of technical and creative problem solving skills
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 2. Upon completion of the course, students will be able to produce a portfolio of photographs that effectively communicate a concept.
 - **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. Upon completion of the course, students will be able to effectively use the vocabulary of chemical based photography.
 - **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.
-

Methods of Instruction

- **Laboratory**
 - **Lecture/Discussion**
 - **Other**
Critique of projects
-

Assignments

Other Assignments

Photography: A minimum of 10 photographs printed and matted.

The photographs must be taken this semester but never turned in for another assignment. (you may include photos taken for another assignment in addition to the 10 new photos) The topic you choose to photograph is up to you. Explore photographically a topic or issue you are interested in or a style you

wish to explore. You may create a narrative, photograph your own made-up world, a feeling, portraits or document cityscapes - it's up to you! Be prepared to talk about why you chose to photograph what you did. The purpose is to take the skills you have gained in this class and apply them to a cohesive body of work on a subject you have set out to explore.

Written: An "artist statement" is what an artist writes about his or her work to bring greater understanding and clarification of its meaning. I would like you to write an artist statement that is at least one paragraph, that give the viewer insight into what you photographed and why you photographed it. Punctuation, grammar, and sentence structure will be taken into account when it is graded. Bring a printed copy to the final critique and post the artist statement to the blog along with your photos.

Methods of Evaluation

- **Attendance**
- **Research Project**
- **Other**
Critique of projects

Course Materials

Other:

1. Assigned reading as appropriate to the chosen project
2. Photographic film and paper

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 36B
Full Course Title: Intermediate Digital Photography
Short Title: IntermediateDigital
TOP Code: -
Effective Term: Fall 2015

Course Standards

Course Type: Credit - 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: Letter Grade Only

Minimum Qualifications for Instructors

- Art (Masters Required)
-

Course Description

Students will delve deeper into the possibilities of Adobe Photoshop pushing the photographic image beyond straight photography into the world of photo manipulation. Techniques that will be covered include but are not limited to creative retouching, montaging and transmissive/reflective scanning and alternative digital outputs producing quality image output.

Conditions of Enrollment

Satisfactory completion of: ART 36A or

Content

Course Lecture Content

1. Intro to Photoshop
 - a. Selections - Global vs. local corrections
 - b. 8 vs 16 bit files - RGB vs grayscale
 - c. Contrast/color/tone
 - d. Adjustment layers
 - e. Layer masks
 - f. RGB/LAB/Grayscale
2. Advanced Scanning Techniques
 - a. 2D & 3D techniques
3. Montage

- a. Selections - Free Transform
 - b. Shadow masks
- 4. Output
 - a. Scan once - target many
 - b. Selective sharpening
 - c. Color management - calibrating input/processing /output

Course Lab/Activity Content

1. Lab content follows practice and critique of lecture material.
2. Intro to Photoshop
 - a. Selections - Global vs. local corrections
 - b. 8 vs 16 bit files - RGB vs grayscale
 - c. Contrast/color/tone
 - d. Adjustment layers
 - e. Layer masks
 - f. RGB/LAB/Grayscale
3. Advanced Scanning Techniques
 - a. 2D & 3D techniques
4. Montage
 - a. Selections - Free Transform
 - b. Shadow masks
5. Output
 - a. Scan once - target many
 - b. Selective sharpening
 - c. Color management - calibrating input/processing /output
- 1.

Objectives

1. Identify image editing tools and demonstrate their place within a prescribed workflow.
2. Produce high quality scans from various devices
3. Assemble intriguing montaged images
4. Recognize and produce high quality images for inclusion in galleries, publications or online applications.
5. Integrate and apply digital editing tools and demonstrate how they work within a prescribed workflow.
****Requires Critical Thinking****
6. Produce extremely high quality files for sale, publication or online applications. ****Requires Critical Thinking****
7. Evaluate and assemble unrelated images into one cohesive montage. ****Requires Critical Thinking****
8. Identify and analyze digital files in relation to the requirements for ultra high quality output. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of the course, students will be able to conceive and execute a body of work that has a unifying photographic vision.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

- **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 - 2. Upon completion of the course, students will understand the proper use of a digital workflow (Photoshop) as evidenced in the final portfolio.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 - 3. Upon completion of the course, students will be able to communicate competently using the technical and conceptual language of digital visual artist.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
-

Methods of Instruction

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

Assignments

Other Assignments

A Sense of Self

Photography can be used to express emotion and feeling. In this project you will be taking self portraits in order to tell the viewer about yourself using visual language.

Create three images using multiple self portraits montaged together to communicate to the viewer a sense of yourself.

How:

1. Set up tripod and take multiple self portraits with the same exposure and white balance.
 2. In Adobe Photoshop blend all of the self portraits together creating one image.
-

Methods of Evaluation

- **Portfolio**
 - **Research Project**
 - **Other**
Mastery of concepts evidenced in final portfolio
-

Course Materials

Textbooks:

1. Andrew Faulkner and Conrad Chavez. *Adobe Press Book: Adobe Photoshop CC Classroom in a Book*, First ed. Adobe Press, 2017, ISBN: 978-0-13-466345-6
Equivalent text is acceptable
-

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 36C
Full Course Title: Advanced Projects - Digital
Short Title: Advanced Digital
TOP Code: -
Effective Term: Fall 2013

Course Standards

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

Minimum Qualifications for Instructors

- Photographic Technology/ Commercial Photography
-

Course Description

Individual exploration of advanced digital imaging concepts within a structured environment. Projects may include advanced montaging, text layers, web authoring, integration with other 2D/3D mediums. Self generated projects are emphasized.

Conditions of Enrollment

Satisfactory completion of: ART 36B

Content

Course Lecture Content

1. Development of Semester Project(s)
 - a. Selecting a Subject
 - b. Discussion of semester project(s)
 - c. Submission of written contract of proposed project(s)
2. Critiques
3. Review of Final Project(s)

Course Lab/Activity Content

1. Field work and in-class production

Objectives

1. Conceive and execute engaging creative projects that utilize previously acquired skills in digital imaging.
 2. Explore technical requirements for various applications such as offset printing, WWW or unique fine arts presentations.
 3. Prepare a portfolio that embodies advanced digital concepts for transfer or vocational placement
 4. Apply previously acquired skills towards a more mature personal creative vision. ****Requires Critical Thinking****
 5. Relate the role of electronic media within a larger social and creative context. ****Requires Critical Thinking****
 6. Compile a portfolio that demonstrates mastery of advanced techniques and a mature vision. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of the course, students will have a heightened mastery of digital capture.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 2. Upon completion of the course, students will have refined post capture processing skills.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 3. Upon completion of the course, students will be able to conceive and execute a body of work that has a unifying photographic vision.
 - **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.
-

Methods of Instruction

- **Laboratory**
 - **Lecture/Discussion**
 - **Other**
Monitoring of projects
-

Assignments

Other Assignments

Due: Final Critique on Scheduled Final Day

Photography: A minimum of 10 photographs printed and matted. Along with the printed images, upload the same images to the blog before the final critique day. The blog images should have a long side of 10 inches and a ppi of 72.

Tag your post as “finalproject”, “photos” and your name.

The photographs must be taken this semester but never turned in for another assignment. (you may include photos taken for another assignment in addition to the 10 new photos) The topic you choose to photograph is up to you. Explore photographically a topic or issue you are interested in or a style you wish to explore. You may create a narrative, photograph your own made-up world, a feeling, portraits or document cityscapes - it's up to you! Be prepared to talk about why you chose to photograph what you did. The purpose is to take the skills you have gained in this class and apply them to a cohesive body of work on a subject you have set out to explore.

Written: An “artist statement” is what an artist writes about his or her work to bring greater understanding and clarification of its meaning. I would like you to write an artist statement that is at least one paragraph, expressing what you photographed and why you photographed it. Punctuation, grammar, and sentence structure will be taken into account when it is graded. Bring a printed copy to the final critique and post the artist statement to the blog along with your photos.

Methods of Evaluation

- **Portfolio**
- **Research Project**
- **Other**

Critique of degree of complexity and technical and esthetic mastery of final project

Course Materials

Other:

1. Various reading materials appropriate to student needs will be handed out.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 38
Full Course Title: Field Workshop-Black and White
Short Title: Workshop B&W
TOP Code: -
Effective Term:

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0 - 3.0
Unit increment: 1.0
Total class hours: 54.0 - 162.0
Total contact hours in class: 36.0 - 126.0
Lecture hours: 9.0 - 18.0
Lab hours: 27.0 - 108.0
Hours outside of class: 18.0 - 36.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Art (Masters Required)
-

Course Description

Intensive location field workshops covering specific topics in black and white photography especially suited for the particular season and geographic location. Students responsible for cost of meals, lodging, transportation and materials.

Conditions of Enrollment

Concurrent enrollment or satisfactory completion of: ART 31

Content

Course Lecture Content

1. Introduction and discussion of location and itinerary. Considerations and precautions regarding the particular geographic area, culture and season. Overview of historical and contemporary photographers active in the area.
2. Technical Topics may include:
 - a. Zone system of exposure
 - b. Filtration for black and white
 - c. Macro Photography
 - d. Location Lighting

Course Lab/Activity Content

1. Location field-work including additional lectures, demonstrations, studio visits, etc.
 2. Lab
 3. Intensive critique and discussion of student work
 - 4.
-

Objectives

1. Produce a body of work reflecting a unique creative vision and technical problem solving techniques relative to the particular location
 2. Demonstrate technical and creative problem solving skills within actual photographic situations. ****Requires Critical Thinking****
 3. Produce a portfolio following strict creative and technical guidelines. ****Requires Critical Thinking****
 4. Assess and compare their own creative involvement through individual and group discussion and criticism. ****Requires Critical Thinking****
 5. Demonstrate and apply various concepts and techniques attained in previous coursework. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will produce a film based portfolio that reflects technical and creative problem solving within demanding environments.
-

Methods of Instruction

- **Laboratory**
 - **Lecture/Discussion**
 - **Other**
Field work, visit with noted professional and fine art photographers
-

Assignments

Other Assignments

What: 20 strong images of an object photographed in 20 different and interesting ways.

Pick an object and photograph that object 20 times in 20 different ways. Each photograph should be a new perspective, original and unique in comparison to the other 19 photographs incorporating the item in each photograph. Each photo should be full frame, what you take is what you print. NO CROPPING

Shoot in manual exposure and with manual focus. Learn to control your camera instead of the other way around. Set your ISO and White Balance to the appropriate settings for the scene, and shoot in the RAW file format.

Camera Settings:

Color space: Adobe RGB

Color Temperature: Set to appropriate setting

File Format: RAW

Must include in project a photo with:

Fast shutter speed
Slow shutter speed
Wide depth of field
Narrow depth of field

Presentation instructions:

20 4x6 inch color prints taped together from the back with scotch tape. The form you choose to create with these photos is up to you.

Techniques and things to consider:

Deep or Narrow Depth of Field – Area of Focus and interest?
Fast or Slow Shutter Speed – Freeze or enhance motion?
Pan Camera with movement – Enhance motion?
Lens Focal Length – Wide angle, or Telephoto?
Frame Format – Horizontal or Vertical?
Proximity to Subject – Close up or far away?
Camera Point of View – Looking up, down, across?
Light – Different qualities of light or times of day?
Framing – Subject placement in the image?
Experiment, explore, and have fun!

Methods of Evaluation

- **Portfolio**
 - **Other**
Critique and discussion of submitted portfolio
-

Course Materials**Other:**

1. Reference to web based articles, portfolios, etc.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 39
Full Course Title: Field Workshops-Digital
Short Title: Workshop Digital
TOP Code: -
Effective Term:

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0 - 3.0
Unit increment: 1.0
Total class hours: 54.0 - 162.0
Total contact hours in class: 36.0 - 126.0
Lecture hours: 9.0 - 18.0
Lab hours: 27.0 - 108.0
Hours outside of class: 18.0 - 36.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Photography (Masters Required)
-

Course Description

Intensive location field workshops covering specific topics in digital photography especially suited for the particular season and geographic location. Students responsible for cost of meals, lodging, transportation and materials

Conditions of Enrollment

Concurrent enrollment or satisfactory completion of: ART 31; ART 36A

Content

Course Lecture Content

1. Introduction and discussion of location and itinerary. Considerations and precautions regarding the particular geographic area, culture and season. Overview of historical and contemporary photographers active in the area.
2. Technical Topics may include:
 - a. Digital exposure concepts
 - b. HDR Bracketing
 - c. Macro Photography
 - d. Location Lighting

Course Lab/Activity Content

1. Location field-work including additional lectures, demonstrations, studio visits, etc.
 2. Lab
 3. Intensive critique and discussion of student work
-

Objectives

1. produce a body of work reflecting a unique creative vision and technical problem solving techniques relative to the particular location.
 2. Demonstrate technical and creative problem solving skills within actual photographic situations. ****Requires Critical Thinking****
 3. Produce a portfolio following strict creative and technical guidelines. ****Requires Critical Thinking****
 4. Assess and compare their own creative involvement through individual and group discussion and criticism. ****Requires Critical Thinking****
 5. Demonstrate and apply various concepts and techniques attained in previous coursework. ****Requires Critical Thinking****
 6. Demonstrate and apply various concepts and techniques attained in previous coursework. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will produce a film based portfolio that reflects technical and creative problem solving within demanding environments.
-

Methods of Instruction

- **Laboratory**
 - **Lecture/Discussion**
 - **Other**
individual instruction, field-work, critique, visit with noted professional and fine art photographers
-

Assignments

Other Assignments

What: 20 strong images of an object photographed in 20 different and interesting ways.

Pick an object and photograph that object 20 times in 20 different ways. Each photograph should be a new perspective, original and unique in comparison to the other 19 photographs incorporating the item in each photograph. Each photo should be full frame, what you take is what you print. NO CROPPING

Shoot in manual exposure and with manual focus. Learn to control your camera instead of the other way around. Set your ISO and White Balance to the appropriate settings for the scene, and shoot in the RAW file format.

Camera Settings:

Color space: Adobe RGB

Color Temperature: Set to appropriate setting
File Format: RAW

Must include in project a photo with:

Fast shutter speed
Slow shutter speed
Wide depth of field
Narrow depth of field

Presentation instructions:

20 4x6 inch color prints taped together from the back with scotch tape. The form you choose to create with these photos is up to you.

Techniques and things to consider:

Deep or Narrow Depth of Field – Area of Focus and interest?
Fast or Slow Shutter Speed – Freeze or enhance motion?
Pan Camera with movement – Enhance motion?
Lens Focal Length – Wide angle, or Telephoto?
Frame Format – Horizontal or Vertical?
Proximity to Subject – Close up or far away?
Camera Point of View – Looking up, down, across?
Light – Different qualities of light or times of day?
Framing – Subject placement in the image?
Experiment, explore, and have fun!

Methods of Evaluation

- **Portfolio**
- **Other**
critique and discussion of submitted portfolio

Course Materials

Other:

1. Reference to web based articles, portfolios, etc.

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ART

ASSOCIATE IN ARTS

Description

Art surrounds us every minute of each day. The AA in Art program develops a student's creative ability, independent thinking, and potential to become a visual thinker and effective communicator whether interested in the process of painting, commercial layout, making a functional ceramic piece or company logo. Students will be introduced to art history and hands-on studio experiences in drawing and design as well as ceramics or sculpture. Beyond the foundation requirements of art history and studio experience, students will have an opportunity to explore other studio areas in painting, printmaking, commercial art, and/or photography or further their skills in ceramics or sculpture or further focus on understanding of art history. In advanced courses, students will also be able to produce a portfolio of their work for presentation. These artistic skills and training experiences can lead to a variety of careers in many traditional studio and new digital design fields. These careers range through architecture and interior design, art history and education, museum/ gallery curating, Interactive design, museum/gallery direction, studio and fine arts, web based graphic and or commercial art and design, and many other creative job paths that surround these creative professions.

Program Learning Outcomes

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

1. Analyze and communicate a knowledge of Art History.
2. Demonstrate skill in design and composition of various art forms.
3. Demonstrate specific practice and personal skill in various studio arts media.

Program Requirements:

Required Courses

Course Block Units: (15 Required)

ART1A or	History of Art-I	3
ART1B	History of Art-II	3
ART4A	Drawing and Composition Beginning	3
ART6A	Beginning Basic Design	3
ART12A or	Beginning Ceramics	3
ART14A	Sculpture	3
ART4B or	Drawing and Composition Intermediate	3
ART6B or	Intermediate Basic Design, 3-D	3
ART2 or	Color Theory	3
ART5	Art Appreciation	3

Select twelve (12) units from the following courses;

Course Block Units: (12 Required)

ART1A	History of Art-I	3
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ART1B	History of Art-II	3
ART2	Color Theory	3
ART3A	Women in Art I	3
ART3B	Women in Art II	3
ART4B	Drawing and Composition Intermediate	3
ART5	Art Appreciation	3
ART6B	Intermediate Basic Design, 3-D	3
ART8A	Watercolor Painting	3
ART8B	Watercolor Painting	3
ART9A	Beginning Painting	3
ART9B	Intermediate Painting	3
ART11	Mural Painting	3
ART12A	Beginning Ceramics	3
ART12B	Intermediate Ceramics	3
ART14A	Sculpture	3
ART14B	Intermediate Sculpture	3
ART15A	Printmaking	3
ART15B	Printmaking	3
ART18	Beginning Graphic Arts	3
ART19A	Introduction to Commercial Art	3
ART19B	Commercial Art: Illustration	3
ART20	African, Oceanic, and Native American Art History Survey	3
ART21	Asian Art History	3
ART25	Multimedia Design & Writing	4
ART29	Individual Problems in Design	3
ART31	Basic Photography	3
ART36A	Digital Photography	3
ART40A	Individual Problems in Watercolor	3
ART40B	Individual Problems in Watercolor: Advanced	3
ART41A	Individual Problems in Painting: Beginning	3
ART41B	Individual Problems in Painting: Advanced	3
ART42A	Individual Problems in Ceramics: Beginning	3
ART42B	Individual Problems in Ceramics: Advanced	3
ART43A	Individual Problems in Printmaking	3
ART43B	Individual Problems in Printmaking: Advanced	3
ART44	Individual Problems in Drawing	3
ART46A	Individual Problems in Sculpture: Beginning	3
ART46B	Individual Problems in Sculpture: Advanced	3

Total: 27

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: THART 26
Full Course Title: Musical Theatre Workshop
Short Title: Mus Thtr Wkshp
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: 162.0
Lab hours: 162.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Theater Arts (Masters Required) **Or**
 - Music (Masters Required)
-

Course Description

Fundamentals of musical theatre performance; singing, acting, dancing, orchestra, and technical stagework. Students may specialize in area of interest. Works to be selected from various periods and styles. Participation in Yuba College production is required. Not open for credit to students with credit in MUSIC 26.

Conditions of Enrollment

Audition: Thart/Music-26 is an intensive course designed to prepare Music and Theatre Arts majors for careers in acting, musical performance, and/or performance production. In order to be fully successful in this course, students should already possess some knowledge of theatre performance and production.

Content

Course Lecture Content

1. Methods of auditioning for musical
2. Study of voice
3. Study of blocking and stage business.
4. Choreography
5. Role interpretation.
6. Performance technique: acting, singing, dancing, orchestra.
7. Technical theatre: costumes, make-up, scenography, lighting, properties.

Course Lab/Activity Content

1. Closer learning about voice, singing and dance/movement
 2. In depth scene study
-

Objectives

1. Students will learn how to interpret performance texts (scripts, music, prompt book, etc.) and apply their reading to their rehearsals in acting, singing, dancing and technical roles leading to a musical theatre performance. ****Requires Critical Thinking****
 2. Students will respect their fellow collaborators and participate following standard practices of ensemble playing in a rehearsal/performance environment ****Requires Critical Thinking****
 3. Students will implement technical designs in all areas of musical theatre. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will learn how to apply their imagination and analysis to interpret a character, song, or theme, and communicate it to an audience through their craft in music, dance or acting.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 2. Upon completion of this course, students will have learned how to collaborate in an ensemble (orchestra or cast) in a musical.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 3. Upon completion of this course, students will have developed their technical skills specific to their art and according to their assigned role in a musical.
 - **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.
-

Methods of Instruction

- **Laboratory**
Students will rehearse scenes in the musical
 - **Studio/Activity**
Students will be coached on spoken lines, solo and ensemble music, and acting.
-

Assignments

Reading Assignments

Students will read the script

Other Assignments

Students will learn their songs.

Students will learn the choreography.

Methods of Evaluation

- **Oral Tests/Class Performance**
- **Skills Demonstrations/Performance Exam**
- **Other**
Evaluation of rehearsal, technical skills, and public performance

Course Materials

Other:

1. Libretto and score as selected for each production
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: THART 526

Full Course Title: Musical Theater Workshop

Short Title: Musical Theatre

TOP Code: 1007.00 - Drama and Dramatics/Theatre Arts, General

Effective Term: Spring 2018

Course Standards

Course Type: Noncredit

Total contact hours in class: 162.0

Lab hours: 162.0

Minimum Qualifications for Instructors

- Theater Arts (Masters Required) **Or**
 - Music (Masters Required)
-

Course Description

This course is designed to enrich the artistic expression and life quality of older adults through musical theatre. This course provides an opportunity for personal growth and development, group interaction, mental stimulation and physical activity through supervised participation in a college musical theatre production. Physical, mental, social and emotional well-being are stimulated through a variety of creative and expressive musical theatre activities related to rehearsal and live performance including singing, dancing, musical performance, acting, directing, design, and stagecraft. Performing roles require an audition or interview.

Conditions of Enrollment

Audition.

Content

Course Lecture Content

1. Methods of auditioning for musical
2. Study of voice
3. Study of blocking and stage business.
4. Choreography
5. Role interpretation
6. Performance technique: acting, singing, dancing, orchestra.
7. Technical theatre: costumes, make-up, scenology, lighting, properties.

Course Lab/Activity Content

1. Study of voice.

2. Study of blocking and stage business.
 3. Choreography.
 4. Role interpretation.
 5. Performance technique: acting, singing, dancing, orchestra.
 6. Technical theatre: costumes, make-up, scenography, lighting, properties.
 7. Voice, singing and dance/movement.
 8. Scene study.
-

Objectives

1. Demonstrate the basics of staging, singing, dancing, and/or instrumental musical performance.
 2. Interpret acting, singing, and dancing roles in a musical. ****Requires Critical Thinking****
 3. Demonstrate knowledge of costuming, make-up, and care of properties.
 4. Stimulate physical, mental, social and emotional well-being developed through theatre activities focusing on creativity and expression.
 5. Engage in social activity and group interaction through the framework of artistic collaboration.
 6. Collaborate with others as a member of a team by sharing experiences and ideas while demonstrating respect for opinions, feelings, and values of others.
 7. Develop transferable lifetime skills through art.
-

Student Learning Outcomes

1. Student will learn how to apply their imagination and analysis to interpret a character, song, or theme, and communicate it to an audience through their craft in music, dance or acting.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 2. Student will learn how to collaborate in an ensemble (orchestra or cast) in a musical.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 3. Student will develop their technical skills specific to their art and according to their assigned role in a musical.
 - **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.
-

Methods of Instruction

- **Laboratory**
Students will rehearse scenes in the musical
-

Assignments

Reading Assignments

Read from musical score and/or libretto.

Other Assignments

Learn songs.

Learn the choreography.

Methods of Evaluation

- **Laboratory Assignments**
 - **Oral Tests/Class Performance**
 - **Participation**
 - **Skills Demonstrations/Performance Exam**
 - **Other**
 - Public performance
-

Course Materials

Other:

1. Libretto and score as selected for each production
-

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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.

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
-

Course Materials

Textbooks:

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

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**

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.

Methods of Evaluation

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

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
-

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*, 7th ed. Prentice Hall, 2016, ISBN: 978-0134422534

Other:

1. Scantron Forms
 2. Calculator
-

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 51
Full Course Title: Preparatory Composition and Reading
Short Title: Prep Comp/Reading
TOP Code: -
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 4.0
Total class hours: 216.0
Total contact hours in class: 72.0
Lecture hours: 72.0
Hours outside of class: 144.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- English (Masters Required)
-

Course Description

This pre-collegiate course, one level below College Composition (English 1A), requires students to read, analyze, and respond to texts in order to write coherent essays composed of well-developed paragraphs. Essays may respond primarily to academic, expository non-fiction texts. Students will practice revising their essays and edit according to standards of written English.

Conditions of Enrollment

Satisfactory completion of: ENGL 105 or ESL 105 Or by placement exam

Content

Course Lecture Content

Note: The following topics are not necessarily presented in a linear fashion. They are embedded into the curriculum using an integrated, recursive, inquiry-based, learner-centered methodology and "just in time" remediation as needed.

1. Academic Reading Strategies
 - a. Pre-Reading
 - i. Surfacing and/or building schema (background knowledge)
 - ii. Previewing genre, purpose, and intended audience
 - iii. Establishing a purpose for reading

- iv. Predicting
- b. Active Reading Strategies
 - i. Monitoring comprehension
 - ii. Annotating
 - iii. Predicting
 - iv. Questioning
 - v. Connecting
 - vi. Summarizing
 - vii. Paraphrasing
 - viii. Building knowledge when needed to understand important words and concepts
 - ix. Noticing and identifying rhetorical strategies in the text
 - x. Defining tone
 - xi. Defining author's thesis
 - xii. Distinguishing author claims, reasons, evidence, underlying assumptions, and counterarguments.
- c. Post-Reading (this overlaps with academic writing process below)
 - i. Summarizing
 - ii. Paraphrasing
 - iii. Drawing inference
 - iv. Questioning
 - v. Analyzing
 - vi. Evaluating
 - vii. Synthesizing
- 2. Academic Writing Process
 - a. Recursivity of the Writing Process
 - i. Inventing
 - ii. Drafting
 - iii. Revising
 - iv. Editing
 - v. Proofreading
 - b. Metacognitive Monitoring of the Writing Process
 - i. Defining audience, purpose, and genre
 - ii. Reflecting on rhetorical choices and how they affect communication
 - c. Composing Academic Essays
 - i. Arguing
 - ii. Analyzing
 - iii. Synthesizing
 - iv. Developing a thesis (controlling idea)
 - v. Choosing rhetorical strategies to fit audience, purpose, and genre
 - vi. Summarizing
 - vii. Paraphrasing
 - viii. Incorporating outside sources
 - A. Attribution
 - B. MLA in-text citation
 - ix. Introducing counter argument and refutation
 - x. Organizing
 - xi. Using principles of transition, unity, coherence, emphasis
 - xii. Developing paragraphs
 - xiii. Composing sentences
 - A. Grammar
 - B. Punctuation and mechanics
 - C. Syntax and sentence variety
- 3. Introduction to Academic Research
 - a. Introduction to library resources
 - b. Evaluating sources
 - c. MLA style documentation
 - d. Avoiding plagiarism

Objectives

1. Use appropriate pre-reading, during-reading, and post-reading strategies to analyze patterns and devices within a variety of rhetorical contexts. ****Requires Critical Thinking****
 2. Critically read, summarize, analyze, evaluate, and synthesize a variety of primarily non-fiction texts for content and context. ****Requires Critical Thinking****
 3. Compose a variety of well-supported, thesis driven essays that demonstrate application of the academic writing process. ****Requires Critical Thinking****
 4. Integrate the ideas of others through paraphrasing, summarizing, and quoting, while utilizing appropriate academic formatting, documentation, and attribution guidelines. ****Requires Critical Thinking****
 5. Use appropriate proofreading and editing strategies to improve clarity and academic language. ****Requires Critical Thinking****
 6. Write grammatically correct sentences that adhere to the conventions of standard written English. ****Requires Critical Thinking****
 7. Demonstrate familiarity with academic research methodology. ****Requires Critical Thinking****
 8. Pass the holistically scored departmental final. ****Requires Critical Thinking****
 9. Write 4,000 to 5,000 words over the course of the semester. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will use reading strategies to understand argumentative texts.
 - **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.
 2. Upon completion of this course, students will compose a clearly-written, well-organized, purpose-driven analysis.
 - **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. Upon completion of this course, students will use evidence from multiple sources to support claims.
 - **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.
 4. Upon completion of this course, students attribute and document sources correctly.
 - **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.
-

Methods of Instruction

- Lecture/Discussion

- **Other**
Workshops and peer evaluation
-

Assignments

Reading Assignments

Homework due Tuesday 2/2:

Read the introduction of *They Say, I Say: "Entering the Conversation"* (1-15). Complete a metacognitive reading log for this chapter. Log templates and instructions can be found in the class packet on page 18-19. We will discuss this in class on Thursday, 1/28

Writing Assignments

Inquiry Based Argument Synthesis Assignment

This inquiry based Argument Synthesis is the culminating assignment in our sequence this semester. In your annotated bibliography, you have examined different perspectives surrounding your inquiry question. Now you will use what you have learned to come to a reasoned conclusion about your inquiry question.

In this argument synthesis, you will take a stand on the issue and attempt to persuade your audience that your debatable claim is true.

Although you will draw upon the evidence that you have discovered in your research inquiry process, your argument synthesis will be driven by your voice and ideas—not the voices of others. You will use the ideas of others to illustrate that your thesis is true, but you must resist the temptation to string together summaries and paraphrases—lead with your voice.

Audience: People who have a stake in your issue: e.g., teachers, administrators, students, parents, tax payers etc...

Purpose: To persuade your audience to adopt your point of view and take specific action

Genre: Academic argument synthesis essay

Other Assignments

Carefully read Anne Perrin's essay "Stop Blaming Teachers" Then write an essay in which you explain and evaluate her ideas. Do you agree or disagree with the author? If you find the author's arguments convincing, explain why, using evidence from the essay and from your own reasoning, observations, experiences, and/or readings. If you do not find the author's ideas convincing, explain the flaws in his argument and offer your own alternative view, based on your reasoning, observations, and/or experiences.

Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Homework**
- **Participation**
- **Portfolio**
- **Quizzes**

Course Materials

Textbooks:

1. Graff and Birkenstein. *They Say, I Say: the Moves that Matter in Academic Writing*, 3rd ed. Norton, 2014, ISBN: ISBN 978-0-393-93584-4
Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 105
Full Course Title: Pre-Collegiate Composition and Reading
Short Title: Pre-Coll Comp&Read
TOP Code: 1501.00 - English Language and Literature, General
Effective Term: Spring 2017

Course Standards

Course Type: Credit - Not Degree Applicable
Units: 4.0
Total class hours: 216.0
Total contact hours in class: 72.0
Lecture hours: 72.0
Hours outside of class: 144.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- English (Masters Required)
-

Course Description

This pre-collegiate course, two levels below College Composition (English 1A), requires students to develop strategies for reading, analyzing and responding to texts in order to write coherent essays. Students will practice academic reading strategies, using rhetorical strategies, and writing as a process. Students will also learn to edit their writing according to standards of written English.

Conditions of Enrollment

Or by placement exam

Content

Course Lecture Content

Note: The following topics are not necessarily presented in a linear fashion. They are embedded into the curriculum using an integrated, recursive, inquiry-based, learner-centered methodology and “just in time” remediation as needed.

1. Academic Reading Strategies
 - a. Pre-Reading
 - i. Surfacing and/or building schema (background knowledge)
 - ii. Previewing genre, author purpose, and intended audience
 - iii. Establishing a purpose for reading
 - iv. Predicting
 - b. Active Reading Strategies

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- i. Questioning
 - ii. Connecting
 - iii. Summarizing
 - iv. Paraphrasing
 - v. Predicting
 - vi. Annotating
 - vii. Monitoring comprehension
 - viii. Building knowledge when needed (looking up important words and concepts)
 - ix. Noticing and identifying rhetorical strategies in the text (how the author creates meaning--author moves)
 - x. Defining tone
 - xi. Defining the author's thesis
 - A. Distinguishing author claims, evidence, underlying assumptions, and counterarguments
- c. Post-Reading (this overlaps with the academic writing process below)
 - i. Metacognitive conversation about cognitive reading strategies
 - ii. Summarizing
 - iii. Paraphrasing
 - iv. Drawing inference
 - v. Questioning
 - vi. Analyzing
 - vii. Evaluating
 - viii. Synthesizing
- 2. Academic Writing Process
 - a. Rhetorical Context: Audience, Purpose, Genre
 - i. Thesis
 - ii. Essay structure
 - b. Recursivity of the Writing Process
 - c. Inventing
 - d. Drafting
 - i. Principles of transition, unity, coherence
 - ii. Paragraph development--detail and support
 - iii. Integrating/responding to text
 - e. Revising
 - f. Editing
 - g. Proofreading
 - i. Sentences
 - A. Grammar
 - B. Punctuation and mechanics
 - C. Syntax and sentence variety

Objectives

1. Use pre-reading, active reading, and post-reading strategies to comprehend texts. ****Requires Critical Thinking****
2. Summarize, annotate, analyze, and evaluate a variety of primarily non-fiction texts. ****Requires Critical Thinking****
3. Analyze rhetorical context (audience, purpose, genre) in a variety of texts. ****Requires Critical Thinking****
4. Write 4000-5000 words over the course of the semester. ****Requires Critical Thinking****
5. Write coherent essays that demonstrate audience awareness and purpose, with paragraphs that support a thesis. ****Requires Critical Thinking****
6. Use stages of the writing process to develop ideas, draft, revise, edit, and proofread. ****Requires Critical**

Thinking**

7. Begin to integrate the ideas of others in their own work, while distinguishing between their ideas and the ideas of others using appropriate attribution. ****Requires Critical Thinking****
8. Write using sentence variety and appropriate word choice. ****Requires Critical Thinking****
9. Identify and work to eliminate errors in grammar, usage, and punctuation.
10. Write in-class essays that demonstrate organization, exemplification/development, revision, and time management skills.
11. Pass the holistically scored departmental final with a score of "3" or better

Student Learning Outcomes

1. Upon completion of this course, students will use reading strategies to understand texts.
 - **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 compose an organized essay.
 - **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. Upon completion of this course, students will use evidence to support claims.
 - **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.
4. Upon completion of this course, students will correctly use quotation marks and cite source material.
 - **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.

Methods of Instruction

- **Lecture/Discussion**
- **Other**
Workshops and peer evaluation

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Synthesis Argument A

Consider Different Evidence and Viewpoints & Reach Your Own Well-Informed Position

Write a well thought out essay that explores one of the following two options. Make sure you write for an audience that has not read Slater, and make sure that your paper is driven by a clear thesis statement that answers one of the following two prompts. Use at least 2 credible outside sources to back up your argument—more sources may make your argument stronger. Use MLA style citation and **carefully follow directions below.**

Options:

1. What causes addiction?

Chapter 7 features a debate on what causes addiction. Alexander argues that drug addiction is not caused by physical dependence; instead, he says, it is a “way of adapting to difficult circumstances” (Slater 161). Other addiction researchers argue that drug addiction is a physical response to the chemicals in drugs (see Slater 162-165). Where do you stand?

II. Were Harry Harlow’s experiments on monkeys ethical?

Harlow’s research taught us a lot about the nature of attachment and what infants need. But in the process, he did a lot of damage to the monkeys in his experiments. Do you think his research was ethical? Do the benefits (knowledge) outweigh the costs (harm to living creatures)?

Goals to aim for:

- Show that you have carefully read chapter 6 or 7 and that you have fully digested and considered the different viewpoints and evidence on all sides of the debate. Feel free to also include other sources (outside research).
- Include a clear thesis (main claim) that controls the content of your essay.
- Show you are really thinking about the topic – these are complex questions, so don’t settle for easy answers. And don’t feel that you have to take an either-or position – for example, you might argue that addiction is a combination of physical and psychological factors, or that some of Harlow’s experiments were ethical but others were not. Just make sure you state your own position clearly in your thesis and explain why you think it.
- Make sure you provide good support for the points you make, including details and examples from the book and other credible sources. Include quotes and explanations in your own words. **When you use exact words from an author, make sure you put those words inside “quotation marks.”**
- Write so that someone not in our class could understand it. Assume your audience has not read our book. That means you’ll need to briefly summarize key ideas/information and explain any unfamiliar terms.
- Write at least 4 complete pages, typed, 12 point font, double-spaced, 1 inch margins.
- Use in-text citation and an MLA style Works Cited Page.

Deadlines: Idea outline due _____ Rough draft due _____ Final draft due _____

Methods of Evaluation

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

Course Materials

Textbooks:

1. Susan Anker. *Real Writing with Readings*, 5 ed. Bedford, 2014, ISBN: 978-1457664366
Equivalent text is acceptable
2. Alfred Rosa and Paul Eschholz. *Models for Writers: Short Essays for Composition*, 12th ed. Bedford/St.

Martin's, 2015, ISBN: 978-1457667848

Equivalent text is acceptable

3. Slater, Lauren. *Opening Skinner's Box: Great Psychological Experiments of the Twentieth Century*, Norton, 2005, ISBN: 978-0393326550

Equivalent text is acceptable

4. Gladwell, Malcolm. *Outliers*, Little Brown and Company, 2008, ISBN: 978-0316017930

Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 56

Full Course Title: Accelerated Preparation for College Composition and Reading

Short Title: Accel Prep for 1A

TOP Code: -

Effective Term: Summer 2016

Course Standards

Course Type: Credit - Degree Applicable

Units: 5.0

Total class hours: 270.0

Total contact hours in class: 90.0

Lecture hours: 90.0

Hours outside of class: 180.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- English (Masters Required)
-

Course Description

Accelerated preparation for College Composition and Reading (English1A). Intensive instruction in the academic mindsets, reading, reasoning, and writing expected in transfer and associate-degree courses. Students engage in extensive academic reading of college-level texts and write a minimum of 10,000 words. Successful completion allows students to enroll in English 1A.

Conditions of Enrollment

Or by placement exam

Content

Course Lecture Content

Note: The following topics are not necessarily presented in a linear fashion. They are embedded into the curriculum using an integrated, recursive, inquiry-based, learner centered methodology and “just in time” remediation as needed.

1. Academic Mindsets for College Success
 - a. Habits of Mind for problem solving and college success
 - b. Metacognitive learning strategies
 - c. Self efficacy, personal academic identity and their effect on learning
 - d. Time management (prioritization) and its role in college success

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2. Academic Reading Strategies

a. Pre-Reading

- i. Surfacing and/or building schema (background knowledge)
- ii. Previewing genre, author purpose, and intended audience
- iii. Establishing a purpose for reading
- iv. Predicting

b. Active Reading Strategies

- i. Questioning
- ii. Connecting
- iii. Summarizing
- iv. Paraphrasing
- v. Predicting
- vi. Annotating
- vii. Monitoring comprehension
- viii. Building knowledge when needed (looking up important words and concepts)
- ix. Thinking Aloud as an audible way to foster metacognitive conversation (noticing and discussing cognitive strategies)
- x. Talking to the Text as a written way to foster metacognitive conversation (noticing and discussing cognitive strategies)
- xi. Noticing and identifying rhetorical strategies in the text (how the author creates meaning--author moves)
- xii. Defining tone
- xiii. Defining the author's thesis
- xiv. Distinguishing author claims, evidence, underlying assumptions, and counterarguments

c. Post-Reading (this overlaps with the academic writing process below)

- i. Metacognitive conversation about cognitive reading strategies
- ii. Summarizing
- iii. Paraphrasing
- iv. Drawing inference
- v. Questioning
- vi. Analyzing
- vii. Evaluating
- viii. Synthesizing

3. Academic Writing Process

a. Recursivity of the Writing Process

- i. Inventing
- ii. Drafting
- iii. Revising
- iv. Editing
- v. Proofreading

b. Metacognitive Monitoring of the Writing Process

- i. Defining audience, purpose, and genre
- ii. Reflecting on rhetorical choices and how they affect communication

c. Composing Academic Essays

- i. Argument
- ii. Analysis
- iii. Synthesis
- iv. Choosing rhetorical strategies to fit the writing context (audience, purpose, genre)
- v. Following the conventions of the Modern Language Association (MLA)
- vi. Organizing
- vii. Summarizing
- viii. Paraphrasing
- ix. Quoting
- x. Developing a thesis (controlling idea)
- xi. Incorporating and citing outside sources using MLA conventions
- xii. Introducing counter arguments and refutation
- xiii. Editing for unity, style, concision, clarity, and coherence
- xiv. Proofreading for sentence and word level writing conventions

d. Introduction to Academic Research

- i. Introduction to library resources
- ii. Evaluating sources

- iii. Documenting sources using MLA conventions
- iv. Avoiding plagiarism
- v. Synthesizing sources to develop and support a thesis

Objectives

1. Apply knowledge of academic mindsets ****Requires Critical Thinking****
2. Engage in metacognitive conversations about cognitive strategies for academic reading, reasoning, and writing ****Requires Critical Thinking****
3. Summarize, analyze, evaluate, and synthesize college-level texts ****Requires Critical Thinking****
4. Write a well-reasoned, well-supported argumentative essay that demonstrates application of the academic writing process ****Requires Critical Thinking****
5. Write 10,000 words over the course of the semester ****Requires Critical Thinking****
6. Demonstrate familiarity with academic research methodology

Student Learning Outcomes

1. Upon completion of this course, students will use reading strategies to understand argumentative texts.
 - **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 compose a clearly-written, well-organized, purpose-driven analysis.
 - **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. Upon completion of this course, students will use evidence from multiple sources to support claims.
 - **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.
4. Upon completion of this course, students attribute and document sources correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

Methods of Instruction

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

Methods of instruction are guided by the four dimensions of the Reading Apprenticeship Framework: Social, Personal, Cognitive, and Knowledge Building, with an emphasis on metacognitive conversation. More information about this framework can be found at ReadingApprenticeship.org. Additionally, this course is taught with specific Instructional Design Principles that include backward design from college-level courses; relevant, thinking-oriented curriculum; just-in-time remediation; low-stakes, collaborative

practice; and intentional support for students' affective needs. More information about these principles can be found in "Toward a Vision of Accelerated Curriculum & Pedagogy: High Challenge, High Support Classrooms for Underprepared Students," by Katie Hern, with Myra Snell. 2013. LearningWorks: Oakland CA.

Assignments

Reading Assignments

Writing Assignments

Other Assignments

In Class Writing Assignment: Carefully reread "Brainology: Transforming Students' Motivation to Learn" by Carol S. Dweck, especially the section called "How do students learn these mindsets?" on page 12 and 13. Write an essay in which you **explain** and **evaluate** Dweck's assertion that trying to boost self-esteem by praising intelligence can have "disastrous effects" on children. **In your essay, you must also offer your views on this issue.** Write to an audience who has not read Dweck—this means you must summarize a bit first.

- Do you find Dweck's argument convincing? If you agree with her, explain why and offer further support (examples, experiences, and opinions not in the article).
- Do you disagree with Dweck? If so, explain why and offer reasoned opinions and examples to support your views.
- Are you somewhere between agreement or disagreement? Explain why and offer examples to support your views.

Out of Class Writing Assignment: (in response to the class text, *Drive: The Surprising Truth About What Motivates Us*, by Daniel Pink)

Applying Daniel Pink's Ideas to Life

Apply Pink's ideas of autonomy, mastery, and purpose to an area of life that involves motivation to do something important. Choose an area (education, family, business, non-profit organization, a specific committee, club, etc...) and think about how Pink's ideas about motivation would apply to that particular situation. Do most people currently use motivation 2.0 in this area of life? Would motivation 3.0 make things better? And/or would there be problems implementing some or all of Pink's ideas? Create a thesis driven essay that argues an opinion about how well Pink's ideas would work in a given real-life situation of your choice. You are writing for an audience who has not read Pink, so you will need to summarize his ideas.

Methods of Evaluation

- Essay/Paper
 - Exams
 - Homework
 - Oral Tests/Class Performance
 - Participation
 - Portfolio
 - Quizzes
 - Research Project
 - Skills Demonstrations/Performance Exam
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Course Materials

Textbooks:

1. Gladwell, Malcolm. *Outliers: The Story of Success*, 1st ed. Back Bay Books, 2011, ISBN: 978-0316017930

Equivalent text is acceptable

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2. Cain, Susan. *Quiet: The Power of Introverts in a World that Can't Stop Talking*, 1st ed. Broadway Books, 2013, ISBN: 978-0307352156
Equivalent text is acceptable
3. Duhigg, Charles. *The Power of Habit: Why We Do What We Do in Life and Business*, 1st ed. Random House Trade Paperbacks, 2014, ISBN: 978-0812981605
Equivalent text is acceptable
4. Pink, Daniel. *Drive: The Surprising Truth about What Motivates Us*, 1st ed. Riverhead Books, 2011, ISBN: 978-1594484803
Equivalent text is acceptable

Other:

1. May use an instructor-designed course packet

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